DOCUMENT RESUME

ED 146 347 CE 012 550

AUTHOR Nanara, James L.; Strate, James W.
TITLE You Can. North Dakota's Adult Education Community Relations.
SPONS AGENCY North Dakota State Dept. of Public Instruction, Bismarck. Dept. of Adult Education.
PUB DATE [77]
NOTE 123p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Administrator Guides; *Adult Education Programs; *Community Relations; Mass Media; *Publicize; Radio; Resource Materials; Speech Communication; Television; Visual Aids

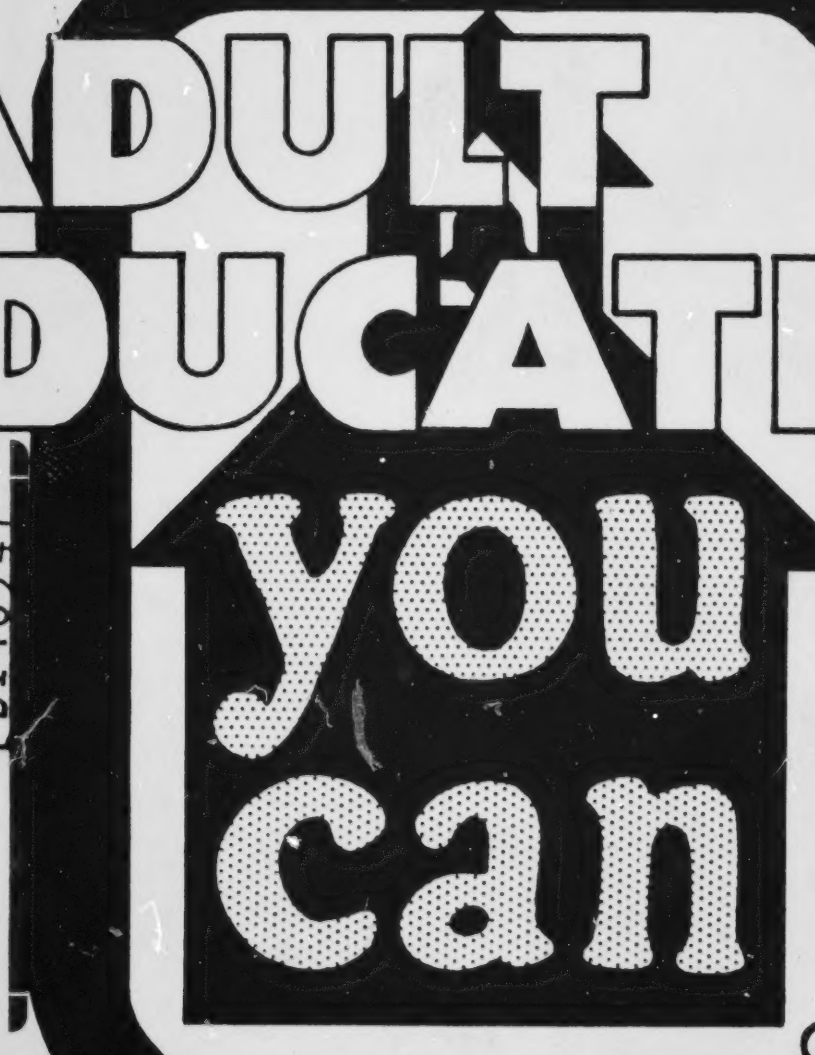
ABSTRACT

This community relations packet provides information and materials to help both new and experienced adult education directors and teachers build effective community relations for their adult education program. The content, in seven brief sections, (1) covers the goals of a community relations program, the community relations process, the benefits of advanced planning, and objectives for a community relations calendar; (2) presents a one-year calendar of events; (3) discusses effective use of newspapers in publicizing programs and includes a sample news release; (4) covers brochures, fliers, and posters and includes some facts about the printing process, specific details on economizing, and several posters and charts for promotional use; (5) discusses radio and television publicity and includes sample radio and television messages; (6) discusses the preparation of a promotional speech and includes a sample speech; and (7) suggests people and organizations that should receive promotional letters and includes seven sample letters. A list of references is attached. (EM)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

NORTH DAKOTA'S

# ADULT EDUCATION




# community relations

FD146347

CE 012 550

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James L. Navara

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS


| | Page |
|---|---|
| Acknowledgment | iii |
| Foreword | v |
| INTRODUCTION | 1 |
| GOALS AND OBJECTIVES OF THE ADULT EDUCATION COMMUNITY RELATIONS PROGRAM | 2 |
| CALENDAR OF EVENTS | 5 |
| NEWSPAPER | 12 |
| BROCHURES | 25 |
| RADIO AND TELEVISION | 29 |
| SPEECHES | 38 |
| LETTERS | 47 |
| REFERENCES | 55 |

ACKNOWLEDGMENT

This "Community Relations Packet" was completed with the assistance and cooperation of many communication media personnel, local adult education directors, and adult education teachers throughout the state of North Dakota.

A special message of "thanks" and recognition is extended to the individuals listed below for their advice and contributions.

Advisory Committee

Mr. James Bollman
KNOX Radio
South of Grand Forks
Grand Forks, ND 58201

Mr. Terry Dullum
WDAZ-TV, Channel 8
600 DeMers Avenue
Grand Forks, ND 58201

Mr. Dennis Falk
General Manager
Prairie Public Television
Fargo, ND 58102

Mr. Dave Haggerty
State Supervisor of Adult Education
University of North Dakota
Grand Forks, ND 58202

Mr. Gordon Kendall
State Director of Adult Education
University of North Dakota
Grand Forks, ND 58202

Ms. Kay McDaniel
Copy Cat Rapid Printing
1323 11th Avenue South
Grand Forks, ND 58201

Mr. Lyle Sorum
Assistant Superintendent
Vocational and Career Education
1104 2nd Avenue South
Fargo, ND 58102

Project Personnel

Dr. James L. Navara, Project Advisor
Associate Professor
Vocational Education
University of North Dakota
Grand Forks, ND 58202

Dr. James W. Strate, Project Advisor
Assistant Professor
Distributive Education
University of North Dakota
Grand Forks, ND 58202

Project Personnel (cont.)

Ms. Joan Hildebrant
Project Secretary
University of North Dakota
Grand Forks, ND 58202

Mr. John Thompson
Artist
601 Walnut Street
Grand Forks, ND 58201

Mr. Nuri Hassumani, Project Director
Adult Education Community Relations Packet
Department of Business and Vocational Education
University of North Dakota
Grand Forks, ND 58202

# FOREWORD

Across North Dakota, Adult Basic and Adult Secondary Education programs offer vital services to the citizens of our state. Since 1965, many thousands of dollars have been spent in recruitment campaigns for students and other activities to promote adult education in North Dakota. As state administrators of Adult Basic and Secondary Education, we have long been concerned that overall efforts at promoting our programs have not always been as effective as they could, despite remarkable success at this in some localities. To improve this situation, we decided to provide special, practical, additional assistance to the teachers and local administrators that would enable them to take better advantage of all opportunities to advertise, explain, and seek support for their efforts.

With this objective, we awarded a grant to Drs. Jim Navara and Jim Strate of the Business and Vocational Education Department at the University of North Dakota to design a Community Relations Packet. Mr. Nuri Hassumani has ably served as coordinator of this project. These materials, developed in consultation with local program staffs and with experts in various aspects of communications and public relations, are aimed at helping local program directors and teachers promote the cause of adult education in their communities. We hope that they will prove to be worthwhile. We urge local directors and teachers to make use of the ideas, samples, suggestions, and materials provided here to help make maximum use of the appropriate resources and tactics in their community to advertise and publicize their programs. Once our efforts achieve the recognition they deserve, we will be much more likely to realize the increased state and local support vital to our continued success and growth.

Gordon Kendall
State Director
Adult Education

David M. Haggerty
State Supervisor
Adult Education

# INTRODUCTION

The purpose of this "Community Relations Packet" is to provide both new and experienced Adult Education directors and teachers with some helpful information and materials to build an effective community relations program of Adult Education for their particular program.

This packet could be used anywhere, however, it is primarily geared to suit the needs of small rural communities in North Dakota. In many instances, the local directors of Adult Education in these communities do not have the time, nor the resources, for the promotion of Adult Education to the extent that they would like to have. For this reason, prepared promotional devices have been included in the packet so that the local director would simply have to "pull out" the materials from the packet for the school's promotional needs. In some instances, minor alterations might be necessary to suit the individual needs of a given Adult Education Program.

It should be emphasized that no matter how intensive a public relations program is, it is at best only supportive in nature. A poor program which is not accomplishing its objective cannot be salvaged by an artificial front through community relations efforts.

## GOALS AND OBJECTIVES OF THE ADULT EDUCATION COMMUNITY RELATIONS PROGRAM

### General Goals of a Community Relations Program

The general goal of a community relations program for Adult Education is to improve communications with your "public." By improving communications you will give information, get information, and hopefully gain the cooperation of the publics which can assist you in effectively operating a quality program. If you are successful in establishing and achieving good community relation goals, the Adult Education Program will receive the following benefits:

1. Improved communications and cooperation between all the publics involved with Adult Education.
2. Broader understanding of AE in your community.
3. Attraction of greater numbers of students.
4. Increased interest among referral agencies, potential employers, and businesses.
5. Increased prestige and pride for the AE Program, its students, teachers, and directors.
6. Goodwill and a favorable school and community climate for AE.

### Specific Objectives of a Community Relations Program

The specific objectives of a community relations program will vary with each AE Program. Each community relations plan should be based on the local needs, resources, and problems of that program. The community relations plan, however, should fulfill some of the following objectives:

1. To inform unemployment agencies, church organizations, local clubs, school authorities, social services personnel, and rehabilitation centers about the AE Program.
2. To inform the public with general knowledge about the AE Program.
3. To inform the local business community of their opportunities and responsibilities in the education of adults.
4. To publicize adult basic, adult secondary, and adult vocational education.
5. To provide recognition to as many students in the program as possible.

I'M SORRY MR. LYNDSTRUNKTS, ADULT ED. IN NORTH DAKOTA JUST IS NOT READY TO TEACH A CLASS IN THE SIDE AFFECTS OF AN AUSTRALIAN WOMBAT NOSE-RUBBING CONTEST AMONG THE KOWONKI TRIBE OF ABORIGINES.
DIRECTORY

6. To utilize a wide variety of communications media so that all those who might benefit from AE are informed about the services being provided by the AE program.

To assist you in obtaining some of these objectives, specific information and completed materials have been provided in this "Community Relations Packet." Please use it in the best way that it may serve your individual needs.

## General Remarks - Some Helpful Hints

Community relations is a yearlong affair. Every day is a day for community relations with AE directors and AE students. Our daily contacts provide us person-to-person community relations. It is wise to emphasize to students that they represent the AE Program and that the image about the Adult Education Program in the community comes mainly from the program students.

## The Community Relations Process

The community relations effort for AE Programs will be determined by local problems, needs, and resources. The community relations process, however, is similar from one program to the next. The elements of the process essentially include: advance planning for community relations, the objectives to consider in developing a community relations program, and a model planning calendar of community relation activities for an AE Program. This calendar should be used to stimulate your thinking, to develop your own calendar and it should be considered to be all-inclusive.

## Advance Planning for Community Relations

To enhance your chances for success, the community relations goals and objectives should be well-thought out and planned for the entire year. Advanced planning will provide the following benefits:

1. Better insures the chances of providing needed information to all the AE public.
2. Develops a plan providing for student pride and individual recognition.
3. Aids in the advance planning of AE Program events for the year.
4. Develops sound and continuous support of all the news media.
5. Helps remind the AE directors of dates to issue promotional releases.

In planning your AE community relations program, careful consideration should be given to organizing your effort. The following guide may prove helpful in planning your promotional activities:

1. Establish your objective--decide on community relations goals.
2. Find the facts--find out what your public now believe.
3. Plan your calendar--list projects.
4. Select appropriate media--use a variety of media.

OBJECTIVES TO CONSIDER IN DEVELOPING
A "COMMUNITY RELATIONS CALENDAR"

1. Use a variety of media.
   - A. Adult Education newsletter
   - B. Local newspaper
   - C. Speakers - local service clubs
   - D. Radio/television
   - E. Letters, posters, brochures, etc.
   - F. Slide presentations
2. Capture various audiences
   - A. Business community
   - B. Local school community
   - C. Community adults
   - D. Church organizations
   - E. Social services community
3. Publicize various areas of AE programs
   - A. Classroom instruction
   - B. GED program, ESL program
   - C. Specific subjects or areas of Adult Education in your particular program which you consider a strength/weakness of your program.

# CALENDAR OF EVENTS

August

1. Send a welcome letter to students who have signed up for classes. Explain any details they should be aware of prior to the first class meeting.

2. Attend the Chamber of Commerce meetings and meet the local businessmen. If you are not familiar with them, it would be sufficient to simply tell them where you work and what you do. The very first meeting should be primarily to get acquainted.

3. Follow up the meeting with a letter or a personal visit in a week or so promoting Adult Education.

4. Write a letter to potential/present employers of students inviting them to an orientation meeting in September. At that meeting discuss the importance of Adult Education to the community. Explain your program at length and suggest to the employers that they encourage Adult Education at their place of business.

5. Meet with the school authorities and include administrators and teachers in your list of visitations. They are a good source of providing your program with "word of mouth" promotion.

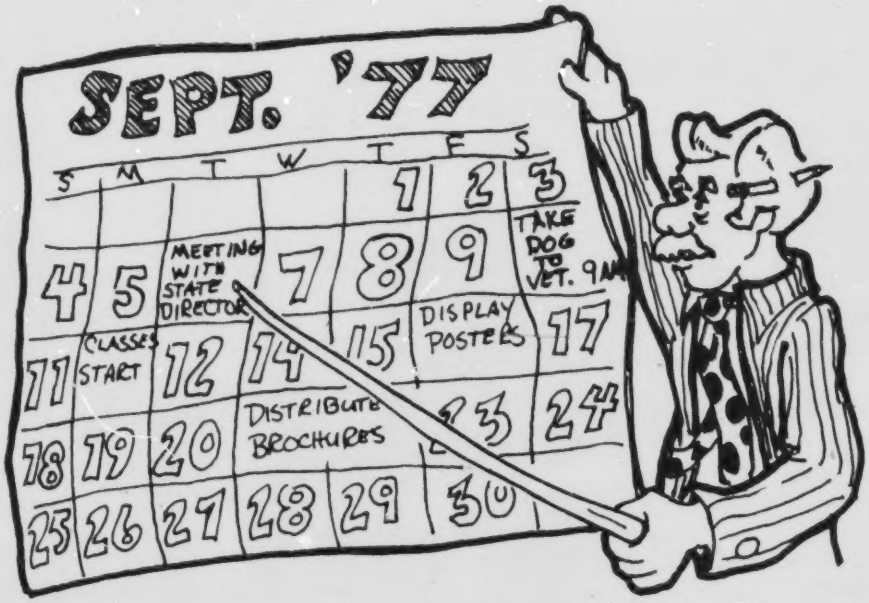
6. Write a newspaper article describing the Adult Education Program. Include a picture of the students currently enrolled. You may even want to formulate an advisory committee for your AE Program. Include this in the article if you wish. It is advisable to have some comments about those who have successfully completed some aspect of your program.

7. Attend various community organizations and get introduced.

September

1. Publicize dates and times of new programs starting.

2. Make plans for using brochures available in this community relations packet. You may pass them out at the local club meetings. Try to be the guest speaker at some of these regularly scheduled meetings.




3. Send an article to the State Director of Adult Education about your program so that it gets state wide exposure in the newsletter for Adult Education in North Dakota.

4. Hold your first advisory committee meeting. Make sure that the members to this committee have been selected from a wide background of professions and vocations. It is important to describe explicitly the functions of the adivsory committee and the purpose of the first meeting in a letter sent out at least three to four weeks in advance to the committee members.

5. Distribute brochures in the community and schools. There are three kinds of semi-completed brochures in the packet. Simply take the brochure to the local printing press and ask for the number you might need.

6. Prior to the beginning of the adult education classes, television and radio announcements are a very effective means of advertising. Use the materials already available in the packet. If there are some changes you want in these materials, give this information to the television or radio directors. It will cost you a very nominal sum, if any, to make the desired changes.

7. Display posters at appropriate places. There are semi-completed posters in the packet. Have them printed ahead of time.

8. Send letters to key people announcing the programs. You may want to include some posters and brochures along with this letter.

October

1. Have a television station come in and take pictures of a class in action for the television news. Local directors of smaller communities may not have access to a TV station but almost everyone has a radio station within driving distance. Try to get on a radio talk show to promote Adult Education.

2. Have a special success story of someone in one of your programs to appear in the local newspaper. Newspapers are always interested in "human interest" stories.

3. Attend PTA meetings. Adults concerned about their children will usually be concerned about their own education as well. If some people from this group need the assistance provided by Adult Education classes, it is most likely that they will elect to take up these classes.

4. Arrange a social night for the students. There is more to life than just work. Ask the teachers to let classes out one night and arrange for a "Pizza Get Together" or some such activity. It is important that this be a class activity with students planning and arranging most of the details. Otherwise, it won't have the desired impact.

5. Schedule a "Student Appearance and Presentation" at a local service club.

November

1. Plan and promote a "pot luck" Thanksgiving supper. Students should be encouraged to bring their spouse's and family members along. The community relations impact of these types of activities cannot be measured but there is sure to be plenty of goodwill and positive attitudes about Adult Education generated as a result.

2. Visit former students or send a letter wishing them well during the Thanksgiving holidays.

3. Arrange for a guest speaker. (A businessman who has been supportive and enthusiastic about Adult Education could speak on the benefits and advantages of AE). Have this covered by the local newspaper.

4. Arrange with the social services, church groups, PTA, and other agencies to have adults view the "Slide Presentation, Promoting Adult Education." Pass out information on how, where, and when to sign up for the next starting date of AE programs.

December

1. Plan an afternoon Christmas party. An open invitation to employers, school faculty and administration, students, and their families should be extended. Even though several of these people may elect not to come, they will remember Adult Education and your program.

2. Mail Christmas cards to former students, advisory committee members, and all others whom you wish to extend the holiday greetings to as the director of the Adult Education Program of your community.

December (cont.)

3. Get on a radio program using Adult Education class students. Some phase of classroom instruction could be the topic of discussion. It could be general in nature as well. However, consult your local radio station manager for details.

January

1. Prepare a progress report on the students. This could include

   A. The number of hours the students have worked.
   B. The accomplishments made by the students.
   C. The amount of work left to be done, etc.

   Send these reports to employers, school administrators, and advisory committee members. Prior to the preparation of the progress report, make sure the students understand that their names are not being used and that the progress report is only a general summary.

2. Prepare bulletin boards for student recruitment. These boards could be at the local public library, bank, post office, high school, and local churches. If there are Vietnamese and Cambodian refugees in the community, have some of them make signs for you announcing the program dates, etc., in Cambodian and Vietnamese.

3. Distribute brochures and posters for recruitment of the next group of students. Make use of the brochure and poster design included in this packet whenever possible.

4. Arrange window displays in downtown stores promoting your Adult Education Programs. The students currently enrolled might be asked to help out in setting up these display windows.

February

1. Have a newspaper article on the display window set up by students in the last week of January. Describe the importance of Adult Education in the community.

2. Broadcast on public service radio time for the members of the community at large to visit your Adult Education Program at an "open house." Use your teachers and students to describe to the public the kinds of activities they are involved in. A continuous showing of the "Slide Presentation" in this packet will attract the attention of many visitors. Have a guest book available for the visitors to sign.

3. Write letters of thanks to the visitors. Express your appreciation for their interest and concern for Adult Education. Ask them to write to you if they need more information or if they want to refer someone who could use your AE services.

March

1. Survey the needs of the community by personal telephone calls to the members of your community. This does not have to be a "statistics gathering" type of a phone call. It should be to show your concern for the needs of the community and get their input in providing better services. People should be selected on a random basis. This provides contact with new people who may not have heard much about Adult Education.

April

1. Send a welcome letter to students who have signed up for classes. Explain any details they should be aware of prior to the first class meeting.

2. Make plans for using brochures available in this community relations packet. You may pass them out at the local club meetings. Try to be the guest speaker at some of their regularly scheduled meetings.

3. Hold your second advisory committee meeting. Make sure the suggestions made at the first advisory committee meeting have been attended to. In your letter of invitation to attend the second meeting, describe the purpose of this meeting in detail.

4. Send letters to key people announcing the programs. You may want to include some posters and brochures along with this letter.

5. Prior to the beginning of the Adult Education classes, TV and radio announcements are a very effective means of advertising. Use the materials already available in the packet. If there are some changes you want in these materials, give this information to the TV or radio directors. It will cost you a very nominal sum, if any, to make the desired changes.

May

1. Meet with the school authorities. Include in your list of visitations, administrators and teachers. They are a good source of providing your program with "word of mouth" promotion.

2. Have a special success story of someone in one of your programs to appear in the local newspaper. Newspapers are always interested in "human interest" stories.

3. Attend PTA meetings. Adults concerned about their children will usually be concerned about their own education as well. If some people from this group need the assistance provided by Adult Education classes, it is most likely that they will elect to take up these classes.

4. Have a TV station come in and take pictures of a class in action for the TV news. Local directors of smaller communities may not have access to a TV station but almost everyone has a radio station within driving distance. Try to get on a radio talk show to promote Adult Education.

June

1. Prepare bulletin boards for student recruitment. Have these boards at the local public library, bank, post office, high school, and local churches. If there are migrant workers for the summer in your community, have some of them make signs for you announcing the program dates, etc., in Spanish.

2. Distribute letters to school children for their parents to find out what things they would like offered. Announce your program's details on these fliers so that if any recommendation for changes are to be made, the present program schedule is readily available to the parents.

July

1. Arrange with the social services, church groups, PTA, and other agencies to have adults view the "Slide Presentation, Promoting Adult Education." Pass out information on how, when, and where to sign up for the AE Programs.

2. Distribute brochures and posters for recruitment of the next group of students. Make use of the brochure and poster design included in this packet whenever possible.

3. Write a newspaper article describing the Adult Education Program. Include a picture of the students currently enrolled. It is advisable to have some comments about those who successfully completed some aspect of your program.

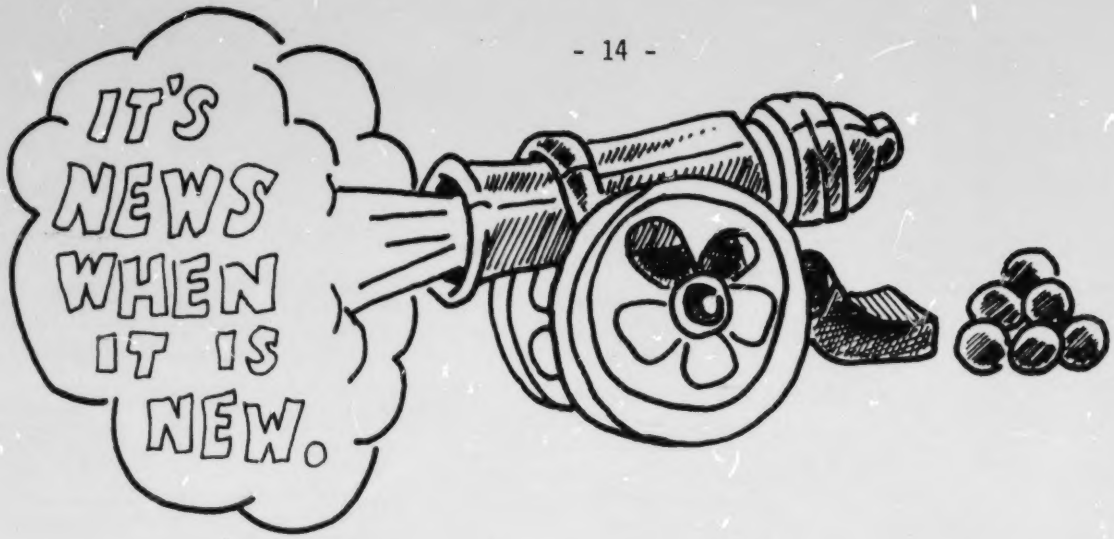
# NEWSPAPER ADS

# NEWSPAPER

Newspapers are an effecitve and the most frequently used media by the directors of Adult Education in North Dakota. If you have been utilizing the local newspaper effectively to promote Adult Education in your community, most of what follows will not be new to you. However, if you are not completely familiar in dealing with the newspaper media, the following will be helpful.

## DON'T PANIC!

Newspaper reporters are as easy to know as your next door neighbor. Like neighbors, they are interested in you and your Adult Education Program. The purpose of this section is to help you with your efforts of promoting Adult Education in your community, using the newspaper media. Remember, the readers want to know about your program. The newspaper reporters in your community will be happy to help you tell their readers your story.



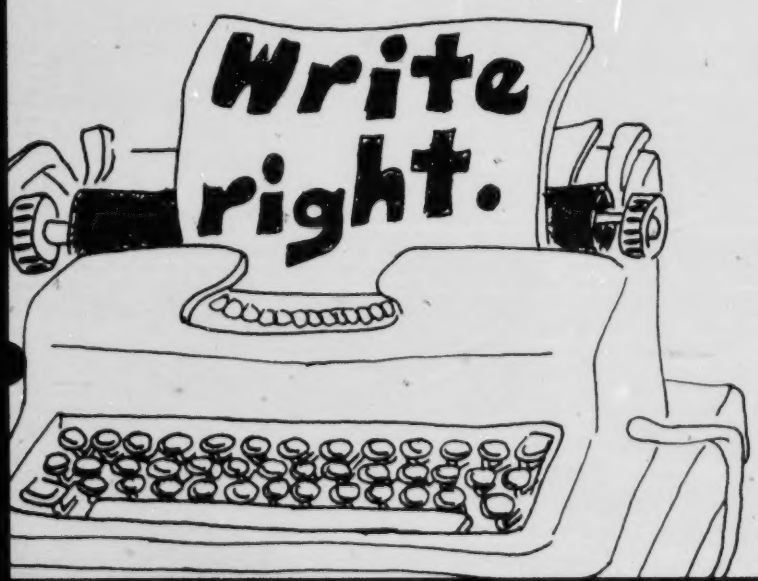

Whenever the Adult Education Program in your community plans a newsworthy event, the newspaper people will want to tell their readers about it.

Most of your activities in which others may want to take part in, will require advance planning on these peoples part.

- Tell the newspaper about your event at least a week before it happens.
- Many newspapers have columns such as "What's Going On." They will announce your event free of charge in such columns. Check with the editor of your local newspaper about this.
- Many newspapers have other columns called "Briefs." These briefs are sometimes broken down into two categories--city brief news, and city brief ads.

City brief news is considered the same as a story in the paper. Therefore, if you have a story in the peoples or sports section, you should not consider this to appear in the city brief news as well or vice versa.

City brief ads are those announcements by which you hope to make money. A local city newspaper editor describes this as, "you charge, we charge."




Type your news release if possible. Triple space. If it is not possible to have the news release typewritten, use ink.

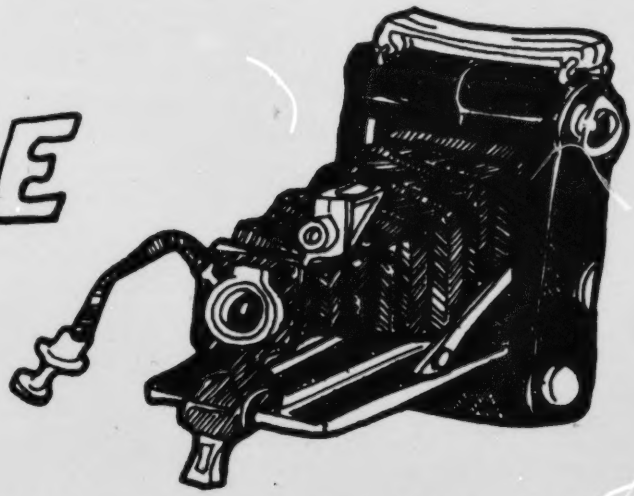
Make sure you have your name, address and telephone number at the the top of the page. Tell the newspaper where you can be reached between 8 a.m. and 5 p.m. Always double check your copy to make sure you have given all the necessary information.

Use complete names. Spell them right. If there are any abbreviations you have to use in your story describe what they stand for. Don't use initials!

- Who is of special interest?
- What is the most interesting part of the program?
- Where is the event going to take place?
- When will it take place?
- Why is the event special?
- Include the address.

Be sure to include all the whos, whats, whens, wheres, and whys.

# GET THE PICTURE



Most of the pictures are selected for news value or human interest. The picture should show people doing something. It should be of some activity which can be more clearly seen in a picture than can be told in a story.

It is advisable to call the newspaper photographer at least a week in advance to discuss picture possibilities. They have lots of requests and they will certainly appreciate your notice.

Don't use pictures to reward working members of your Adult Education Program. Instead, use them to show the public something interesting about your work.

If you take your own pictures, or have someone else take them, make sure you furnish glossy prints to the newspaper. Identify the subject on the back of the picture. Newspapers prefer to work with black and white photographs instead of colored

photographs. Many newspaper editors have specific requirements for the size of a photograph to accompany specific kinds of stories. For instance, a large daily newspaper in North Dakota prefers to use a one column size picture of the head of an organization to accompany a story about that organization. Each newspaper will have its own requirements, and hence, it is good to discuss these matters with the editor of your local newspaper.

# DON'T STEW OVER IT!

Don't be discouraged if the newspaper editor turns down a story idea. Time, space, and competition with other stories make it impossible for the newspaper to use all the good ideas you present. However, in the smaller communities of North Dakota, this should not be too much of a problem.

Keep in touch with your newspaper editor. Send your ideas, news releases, copies of your newsletter, etc. Give him a chance to accept your ideas. The readers in your community will thank you for giving them a chance to share your news.

# FOLLOW A GOOD EXAMPLE

COMMUNITY EDUCATION SCHEDULED

Registration is now open for classes in (name of place and program) . The program begins on (date) according to (name of director) .

Approximately (number of courses) courses will be offered in the evenings from (time) to (time). The classes will meet on (name the days). They will be held at (name the place or places) .

(name of director) said, "Registration may be made by mail to the (address) or in person at (address) , from (time) to (time) , until (date) .

Courses are open to persons of all ages on a first come first served basis. Students currently enrolled in high school should discuss their plans with (name of director) . Persons out of the district or state are also welcome at no additional charge."

"Persons may register the first day of the designated class unless the course is considered full by the instructor," (name of director) said.

Some of the classes offered are; (typing) , (auto mechanics) , (GED program) , (ballroom dancing) , etc.

# NORTH DAKOTA DAILY NEWSPAPERS -- DATA

| City and Zip Code | Newspaper | Circulation | Issue Days | Area Code (701) Phone No. | Publisher or Manager |
|---|---|---|---|---|---|
| Bismarck 58501 | Bismarck Tribune | 26,987 | Daily except Sunday | 223-2500 | Joe Miller, Adv. Dir. |
| Devils Lake 58301 | Devils Lake Daily Journal | 5,760 | Mon. thru Friday | 662-2127 | M.R. Graham |
| Dickinson 58601 | Dickinson Press | 7,520 | Tues. thru Sun. (morn) | 225-8111 | Ed Hauck |
| Fargo 58102 | The Forum | 62,436 | M & E & S | 235-7311 | William C. Marcil |
| Grand Forks 58201 | Grand Forks Herald | 36,955 | Eve. & Sun. | 775-4211 | Donald J. Tuff, Adv. Mgr. |
| Jamestown 58401 | Jamestown Sun | 9,670 | Mon. thru Saturday | 252-3120 | Gordon Hansen |
| Minot 58701 | Minot Daily News | 32,555 | Daily except Sunday | 838-3341 | Raymond C. Dobson |
| Valley City 58072 | Valley City Times Record | 3,520 | Mon. thru Friday | 845-0463 | C. Vandestreek, Mgr. |
| Wahpeton 58075 | The Daily News | 7,161 | Mon. thru Friday | 642-8585 | Newell C. Grant |
| Williston 58801 | Williston Herald | 7,598 | Mon. thru Friday | 572-2165 | Russell E. Wells |

# NORTH DAKOTA WEEKLY AND SEMI-WEEKLY NEWSPAPERS -- DATA

| City and Zip Code | Newspaper | Circulation | Issue Days | Area Code (701) Phone No. | Publisher or Manager |
|---|---|---|---|---|---|
| Adams 58210 | Standard | 584 | Thursday | 229-3641 | Gunnard Ness, Fordville |
| Aneta 58212 | Aneta Star | 464 | Friday | 229-3641 | Gunnard Ness, Fordville |
| Ashley 58413 | Ashley Tribune | 2,120 | Tuesday | 288-3531 | Warren Overlie |
| Beach 58621 | Golden Valley News | 2,040 | Thursday | 872-4111 | James Odermann |
| Berthold 58718 | Berthold Tribune | 503 | Thursday | 453-7516 | Joan Cox |
| Beulah 58523 | Beulah Beacon | 2,017 | Thursday | 873-4381 | Kenneth Beauchamp |
| Bottineau 58318 | Bottineau Courant | 4,200 | Wednesday | 228-2224 | John E. Maynard |
| Bowbells 58721 | Burke County Tribune | 1,750 | Wednesday | 377-2626 | Gerald M. Pfeifer |
| Bowman 58623 | Bowman County Pioneer | 2,300 | Tuesday | 523-5234 | Ervin Schneider |
| Cando 58324 | Towner County Record Herald | 2,677 | Thursday | 968-3223 | F.W. Denison |
| Carrington 58421 | Foster County Independent | 2,815 | Wednesday | 652-3181 | Allen Stock |
| Carson 58529 | Carson Press | 806 | Thursday | 584-2900 | Duane Schatz, Elgin |
| Casselton 58012 | Cass County Reporter | 3,746 | Thursday | 347-4493 | D. Clark Potter |

| City and Zip Code | Newspaper | Circu-lation | Issue Days | Area Code (701) Phone No. | Publisher or Manager |
|---|---|---|---|---|---|
| Cavalier 58220 | Cavalier Chronicle | 3,100 | Thursday | 265-8844 | Theodore J. Schroeder |
| Center 58530 | Center Republican | 600 | Thursday | 843-7567 | James Borlaug, Washburn |
| Cooperstown 58245 | Griggs County Sentinel-Courier | 1,957 | Wednesday | 797-3331 | G.J. Frigaard |
| Crosby 58730 | Divide County Journal | 3,550 | Wednesday | 965-6088 | John M. Andrist |
| Devils Lake 58301 | Devils Lake World | 1,665 | Wednesday | 662-2414 | Richard Peterson |
| Drayton 58225 | Drayton Express | 975 | Thursday | 454-3411 | Truman Ness, Fordville |
| Edgeley 58433 | Edgeley Mail | 1,332 | Thursday | 493-2261 | Kenton W. Buchholz |
| Edmore 58330 | Harold | 422 | Thursday | 229-3641 | Gunnard K. Ness |
| Elgin 58533 | Grant County News | 1,423 | Thursday | 584-2900 | Duane Schatz |
| Ellendale 58436 | Dickey County Leader | 2,300 | Thursday | 349-3222 | Ragna Goddard |
| Enderlin 58436 | Enderlin Independent | 1,725 | Thursday | 437-3131 | Charles R. Hunt |
| Fairmount 58030 | Fairmount News | 395 | Thursday | 242-7696 | G.M. Helgeson |
| Fessenden 58438 | Wells County Free Press | 1,900 | Thursday | 547-3924 | Keith Haugland |
| Finley 58230 | Steele County Press | 1,520 | Wednesday | 524-1640 | William R. Devlin |
| Fordville 58231 | Tri-County Sun | 765 | Thursday | 229-3641 | Gunnard K. Ness |
| Fredonia 58440 | Die Welt Post und Der Staats Anzeiger | 1,739 | Friday | 402-533-7890 | W.A. Peter, 4614 Dodge St., Omaha, NE 88110 |
| Gackle 58442 | Pioneer Press | 1,095 | Wednesday | 485-3550 | Dennis Olson |





23

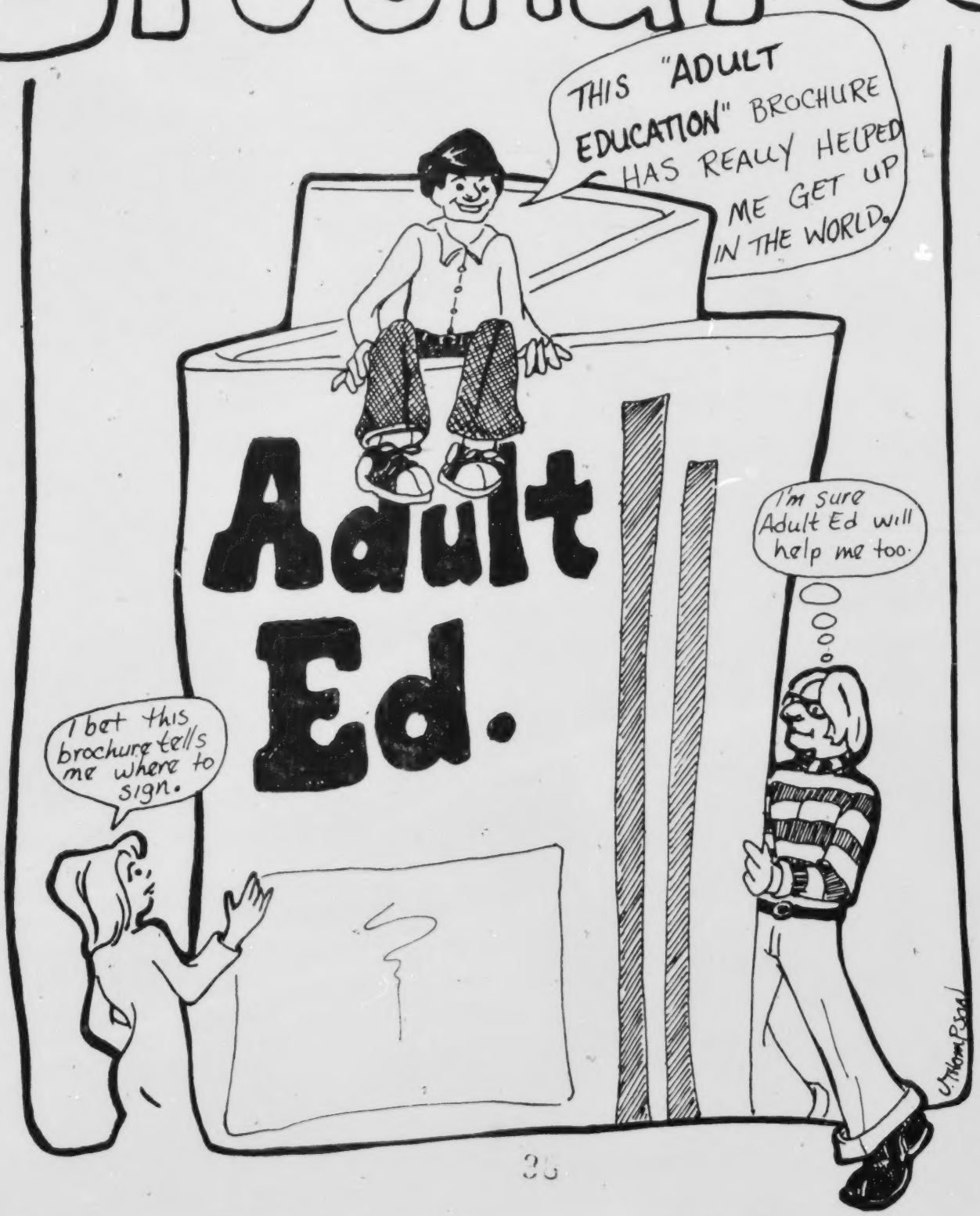
| City and Zip Code | Newspaper | Circu-lation | Issue Days | Area Code (701) Phone No. | Publisher or Manager |
|---|---|---|---|---|---|
| Garrison 58540 | McLean County Independent | 4,077 | Thursday | 463-2201 | Donald C. Gackle |
| Glen Ullin 58631 | Glen Ullin Times | 750 | Thursday | 348-3325 | Earl Milas |
| Grafton | The Grafton Record | 6,150 | Saturday & Wednesday | 352-06401 | John D. Morgan |
| Hankinson 58041 | Hankinson News | 1,400 | Thursday | 242-7696 | Grant M. Helgeson |
| Harvey 58341 | Harvey Herald | 3,709 | Thursday | 324-4646 | S.H. Farrington |
| Hatton 58240 | Free Press | 1,323 | Thursday | 543-3372 | Neil Nelson, Editor |
| Hazen 58545 | Hazen Star | 2,062 | Thursday | 748-2255 | Sheldon Green, Ed-Mgr |
| Hebron 58638 | Hebron Herald | 1,330 | Wednesday | 878-4494 | Jane Berg |
| Hettinger 58639 | Adams County Record | 2,489 | Wednesday | 567-2424 | D.J. Shults |
| Hillsboro 58045 | Hillsboro Banner | 2,450 | Thursday | 436-4241 | Tom Ellingsworth |
| Kenmare 58746 | Kenmare News | 2,150 | Wednesday | 385-4275 | Glen Froseth |
| Killdeer 58640 | Killdeer Herald | 1,245 | Wednesday | 764-5312 | Barbara G. Mauritson |
| Kulm 58456 | Kulm Messenger | 1,150 | Thursday | 647-2411 | Leslie J. Strand |
| Lakota 58344 | Lakota American | 1,385 | Wednesday | 247-2482 | Lyle Pederson |
| LaMoure 58458 | LaMoure Chronicle | 1,450 | Thursday | 883-5393 | Theodore Bradbury |
| Langdon 58249 | Langdon Republican | 3,800 | Thursday | 256-5311 | Howard F. Doherty |
| Larimore 58251 | Larimore Leader | 850 | Wednesday | 229-3641 | Willard Ketterling |

| City and Zip Code | Newspaper | Circulation | Issue Days | Area Code (701) Phone No. | Publisher or Manager |
|---|---|---|---|---|---|
| Larimore 58251 | The Larimore Pioneer | 1,142 | Thursday | 343-2464 | Truman C. Wold |
| Lidgerwood 58053 | Lidgerwood Monitor | 1,345 | Thursday | 538-4363 | C.W. & Louise Frost |
| Linton 58552 | Emmons County Record | 3,717 | Wednesday | 254-4537 | Cecil D. Jahraus |
| Lisbon 58054 | Ransom County Gazette | 4,000 | Thursday | 683-4128 | Sean W. Kelly |
| Litchville 58461 | Litchville Bulletin | 1,800 | Wednesday | 762-4267 | Norma Miedema |
| Mandan 58554 | Mandan News | 2,535 | Sunday | 663-6823 | John F. Maher |
| Marmarth 58643 | Slope Messenger | 1,005 | Wednesday | 579-4530 | Duane F. Clark |
| Mayville 58257 | Traill County Tribune | 2,712 | Wednesday | 786-3281 | David Pfeifle |
| McClusky 58463 | McClusky Gazette | 1,565 | Wednesday | 363-2492 | David Pfeifle |
| Medora 58645 | Billings County Pioneer | 800 | Thursday | 872-4111 | James Odermann |
| Michigan 58259 | Nelson County Arena | 930 | Friday | 229-3641 | Gunnard K. Ness |
| Milnor 58060 | The Teller | 2,380 | Wednesday | 427-9472 | Richard Bradbury |
| Minnewaukan 58351 | Benson County Farmers Press | 3,836 | Thursday | 473-5436 | Richard M. Peterson |
| Mohall 58761 | Renville County Farmer | 1,801 | Wednesday | 756-6363 | Gerald A. Emerson |
| Mott 58646 | Mott Pioneer Press | 1,500 | Wednesday | 824-2915 | Walter Mundstock |

| City and Zip Code | Newspaper | Circulation | Issue Days | Area Code (701) Phone No. | Publisher or Manager |
|---|---|---|---|---|---|
| Napoleon 58561 | Napoleon Homestead | 2,597 | Wednesday | 754-2212 | Jerome Schwartzenberger |
| New England 58647 | Hettinger County Herald | 1,050 | Wednesday | 579-4530 | Duane F. Clark |
| New Rockford 58356 | New Rockford Transcript | 2,300 | Wednesday | 947-2417 | E.W. Doherty |
| New Salem 58563 | New Salem Journal | 1,432 | Wednesday | 843-7567 | C.J. Rapsavage, Jr. |
| New Town 58763 | New Town News | 1,294 | Thursday | 627-4829 | James McMaster |
| Northwood 58267 | The Gleaner, The McVille Journal | 3,546 | Thursday | 587-7741 | Truman C. Wold |
| Oakes 58474 | Oakes Times | 1,750 | Thursday | 742-2361 | John E. Bassingwaite |
| Park River 58270 | Walsh County Press | 3,000 | Wednesday | 284-6333 | Henry W. Kelly |
| Parshall 58770 | Mountrail County Record | 1,080 | Wednesday | 862-3515 | Donald C. Cochrane |
| Pembina 58271 | Pembina New Era | 930 | Tuesday | 229-3641 | Gunnard Ness |
| Rolla 58367 | Turtle Mountain Star | 3,788 | Thursday | 477-3182 | Roger Bailey |
| Rugby 58368 | Peirce County Tribune | 3,675 | Wednesday | 776-5252 | Frank Hornstein |
| Selfridge 58568 | Selfridge Journal | 683 | Thursday | 422-5151 | Miles W. Utter |
| Stanley 58784 | Mountrail County Promoter | 2,650 | Wednesday | 628-2333 | R.W. Klein |

| City and Zip Code | Newspaper | Circulation | Issue Days | Area Code (701) Phone No. | Publisher or Manager |
|---|---|---|---|---|---|
| Steele 58482 | Steele Ozone Press | 1,818 | Wednesday | 475-2513 | Bruce M. Kalmbach |
| Tioga 58852 | Tioga Tribune | 2,100 | Wednesday | 664-2222 | Pius Hornstein |
| Towner 58788 | Mouse River Farmers Press | 2,100 | Thursday | 537-5610 | William D. Domres |
| Turtle Lake 58575 | McLean County Journal | 1,456 | Thursday | 448-2649 | Gerald W. Anderson |
| Underwood 58576 | Underwood News | 1,100 | Thursday | 442-5535 | James B. Borlaug |
| Velva 58790 | McHenry County Journal Register | 2,300 | Thursday | 338-4211 | Joseph C. Linnertz |
| Walhalla 58282 | Walhalla Mountaineer | 1,700 | Tuesday | 549-2580 | Rodney Juffman |
| Washburn 58577 | Washburn Leader | 1,648 | Thursday | 462-3561 | Oliver Borlaug |
| Watford City 58854 | McKenzie County Farmer | 2,400 | Thursday | 842-2351 | D.C. Shipman |
| West Fargo 58078 | West Fargo Pioneer | 2,725 | Wednesday | 282-2443 | Donovan C. Witham |
| Westhope 58793 | Westhope Standard | 1,401 | Thursday | 245-6461 | Gerald Emerson |
| Williston 58801 | Williston Plains Reporter | 3,967 | Wednesday | 572-6311 | W.E. Shemorry |
| Wilton 58579 | Wilton News | 1,125 | Thursday | 462-3561 | Oliver Borlaug |
| Wishek 58495 | Wishek Star | 1,465 | Thursday | 452-2331 | Robert R. Zimmerman |
| Wyndmere 58081 | Wyndmere Missile | 415 | Thursday | 439-2221 | C.W. Frost |

# Brochures

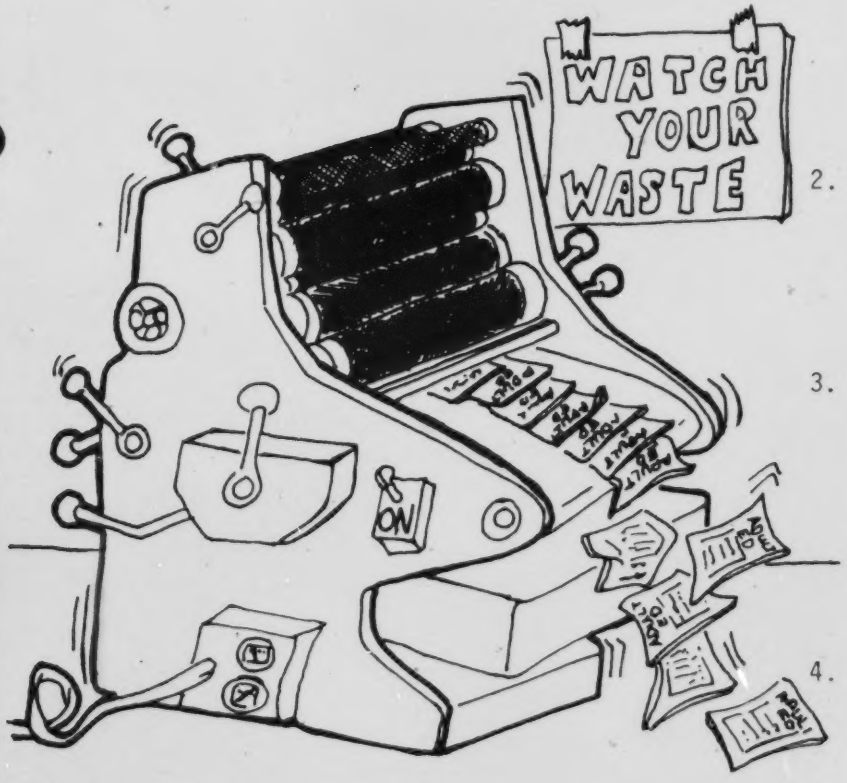

THIS "ADULT EDUCATION" BROCHURE HAS REALLY HELPED ME GET UP IN THE WORLD.
Adult Ed.
I bet this brochure tells me where to sign.
I'm sure Adult Ed will help me too.

# BROCHURES, FLIERS, and POSTERS

Brochures, fliers, and billboards should be used as effectively and economically as possible. Considerable effort should go into the development of the content and style of these promotional tools. The following pages include some facts about the printing process and specific details that will help economize these tasks.

Some Basic Facts About The Printing Process

1. Most presses can run only one color through the press at a time. Hence, if the printing includes four colors, the press will have to be set and run four different times. Each run and set of the press costs approximately the same. Therefore, if the four colors are reduced to three colors, the cost should approximately be reduced by a fourth.




2. If color is desired it is advisable to use color paper to begin with, since this does not involve a press run.

3. It is almost always better to spend more money on colored paper rather than using colored ink to achieve the same results. Ink preparation is more difficult and usually does not give the same quality of the end product.

4. Printers always prefer materials to be printed such as photographs, drawings, etc. to appear in black and white. The contrast in black and white brings out clarity and detail most vividly as compared to other color combinations.

5. Avoid big solids! They result in uneven printing, take too long to dry, they smear easily, and generally are not easy to work with.

Specific Details on How to Economize

1. For brochures use 8½" x 11" or 8½" x 14" size paper. For posters use 11" x 17" or 17" x 22" size paper. These are standard sizes and will be the most economical to run because there will be no paper waste.

2. It is important to have a good idea about the number of copies needed, color of ink, weight, and finish of the paper to be used.

3. Many activities such as folding of brochures, collating of booklets, padding, stapling, and mailing are some of the tasks that may be handled by your staff.

4. Twenty pound weight paper is one of the cheapest ones available for printing purposes.

5. Sixty pound weight paper is of adequate quality for preparing brochures and its cost is average.

6. White paper is almost always the least expensive.

7. If a theme and/or logo is available, provide it to the printer. It will save you more than you expect.

8. In general, do all the work with the help of your staff in the preparation of brochures, fliers, or posters. If one can manage to get only the printing done from the printers, the results will have been achieved in the most economical manner.

Explanation on the Use of Semi-Completed Brochures and Posters

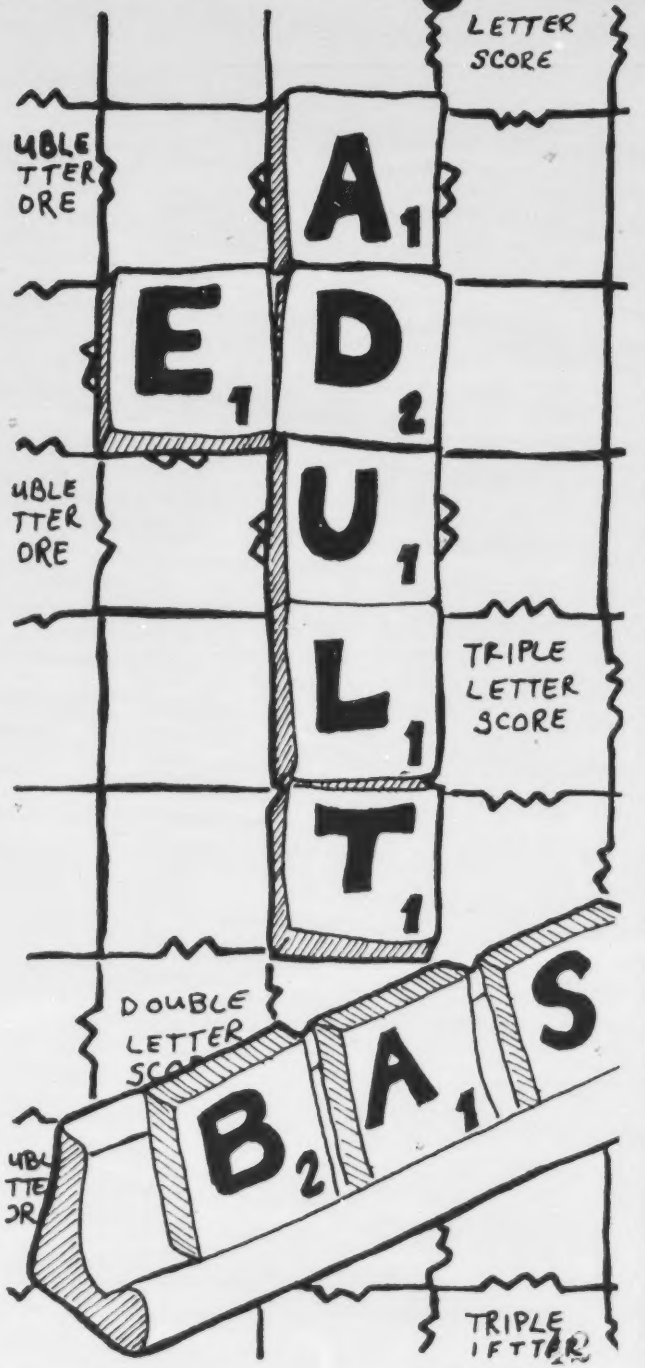
1. Since each Adult Education Program in the State is different from the other, as far as the specific details of the program are concerned, it is not possible to provide the local Adult Education directors with a completed brochure or poster.

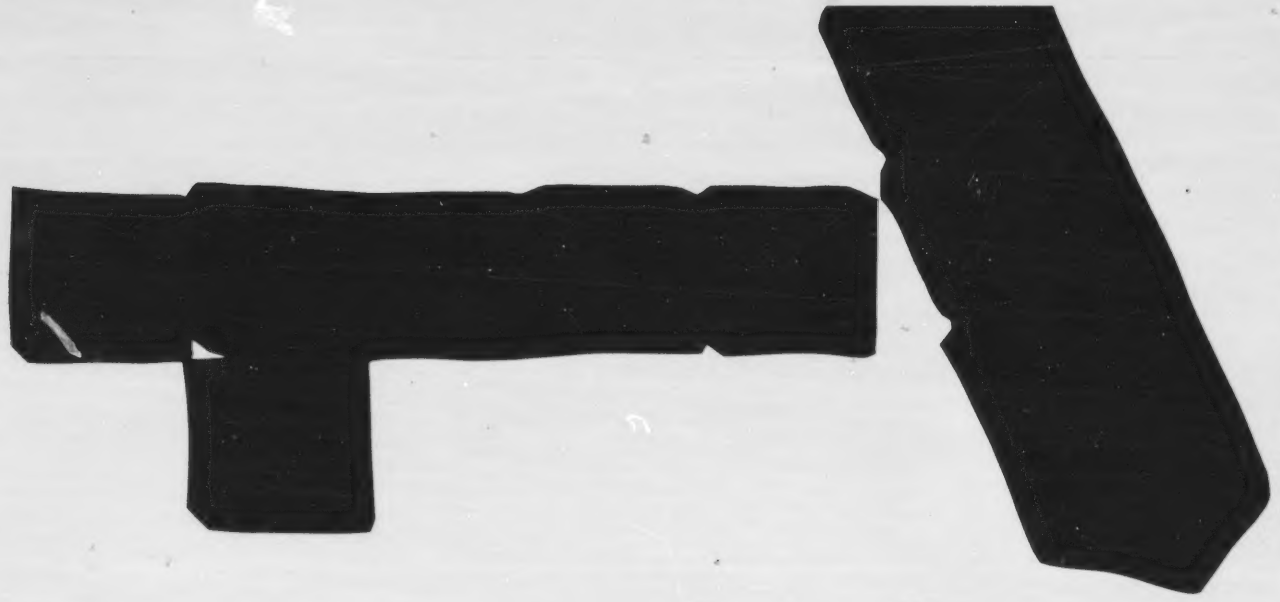
2. You, as the Adult Education director, would simply have to type or write the information you want publicized on a sheet of paper. Turn in this sheet of information along with the semi-completed brochure or poster to the printers.

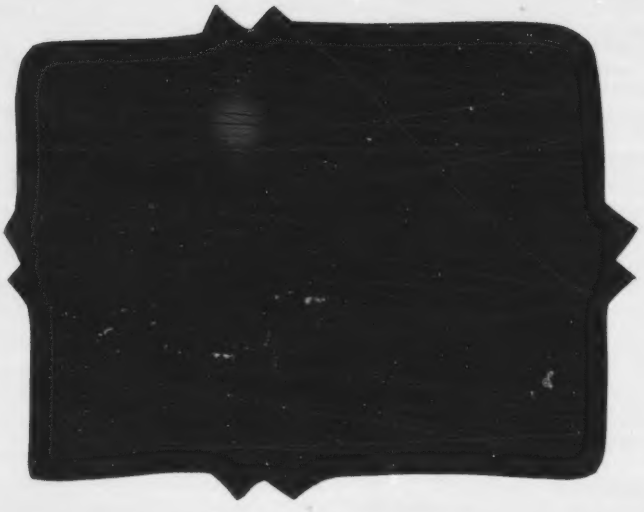
3. The semi-completed brochures and posters were provided with the anticipation that they save the local Adult Education director some time, money, and effort. We hope our anticipation turns out to be true.

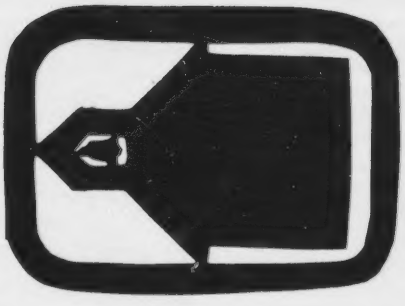
Brochure A:
Front Side. 1st Color

you
can

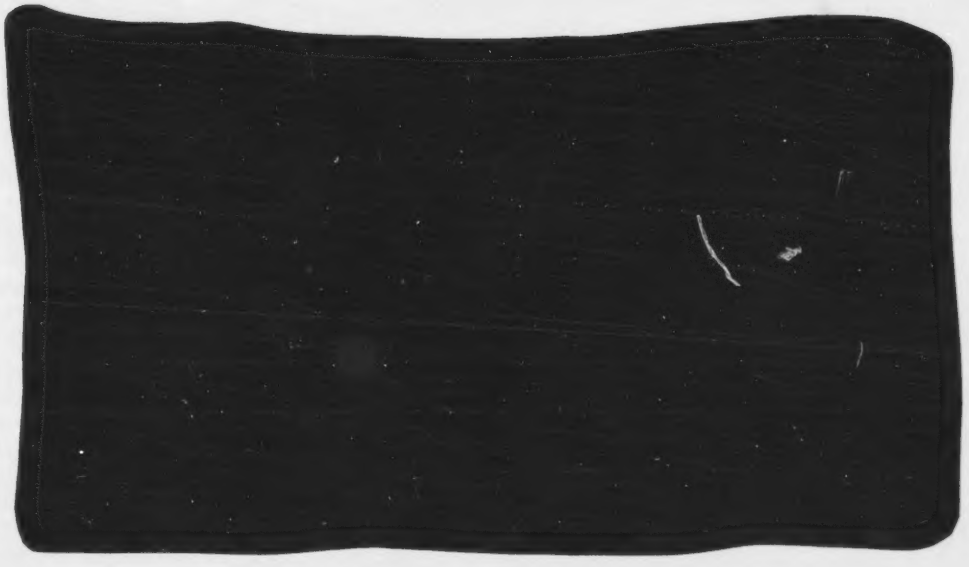


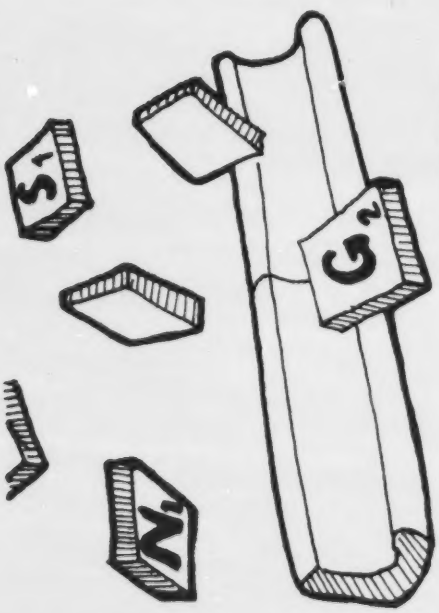






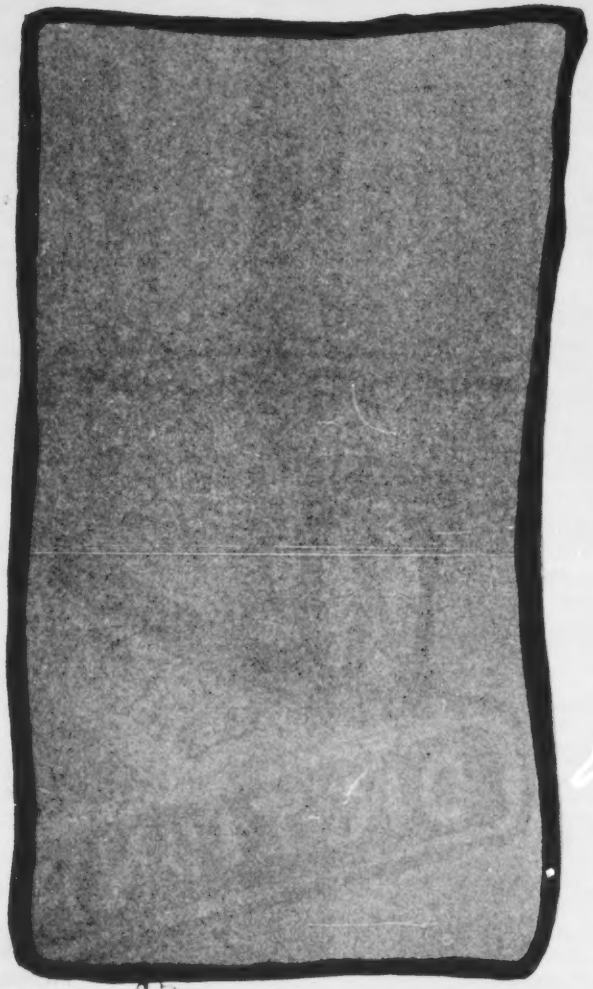
Brochure A:
Front Side, 2nd Color

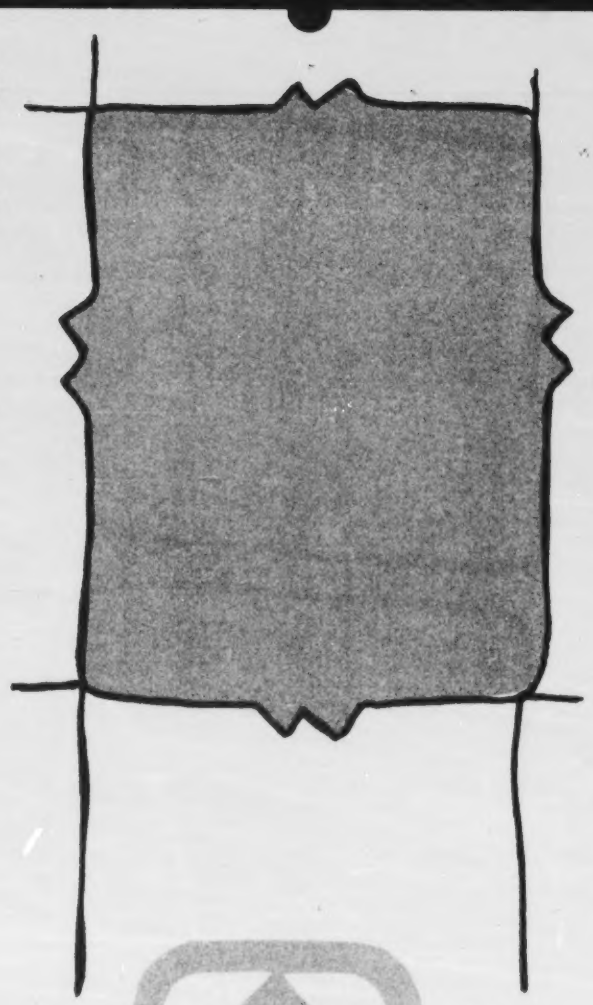




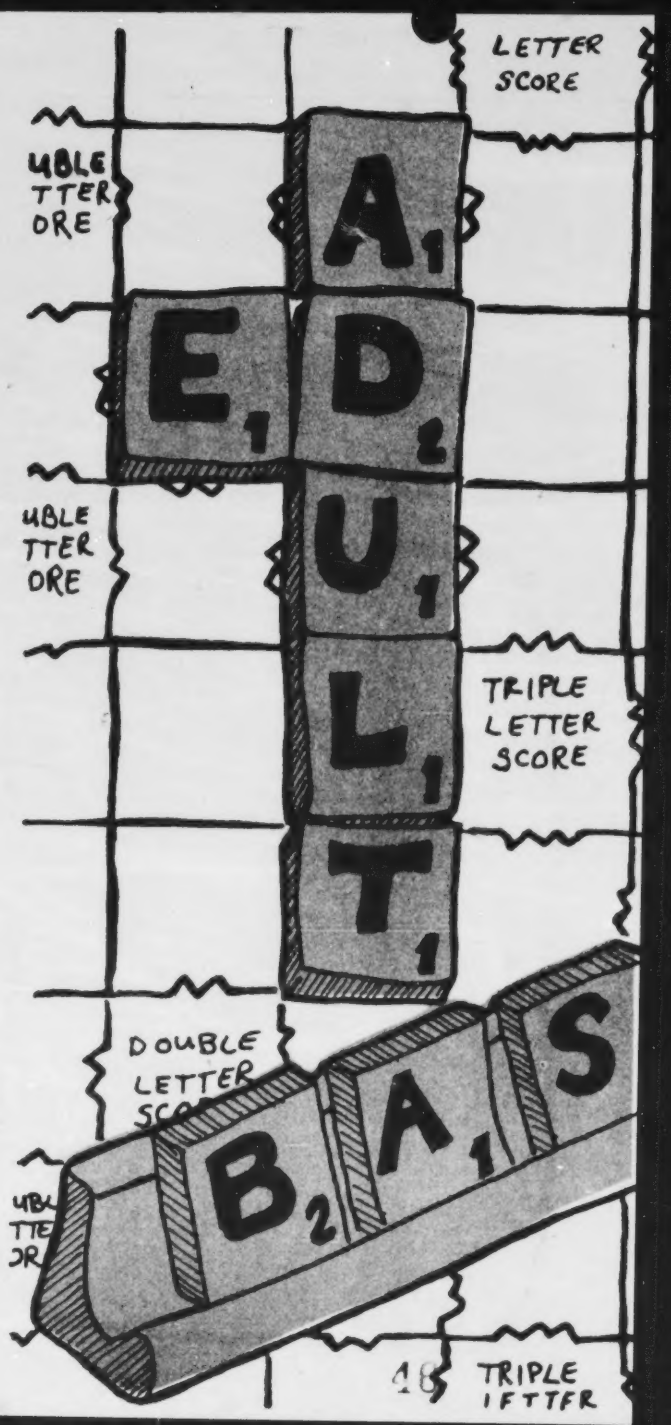

Brochure A:
Back Side, 1st Color

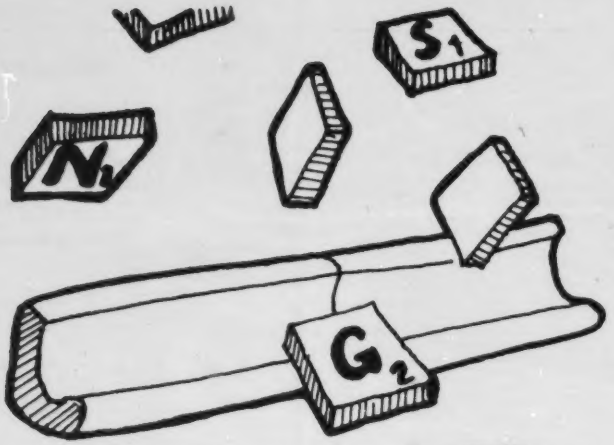
G2 E1 D1 X8





you
can


LETTER SCORE
UBLE TTER ORE
A1
E1
D2
UBLE TTER ORE
U1
L1
TRIPLE LETTER SCORE
T1
DOUBLE LETTER
B2
A1
S
TRIPLE IFTTFR


$S_1$
$N_1$
$G_2$

WEBSTER
DICTIONAR

Brochure B:
Front Side, 1st Color

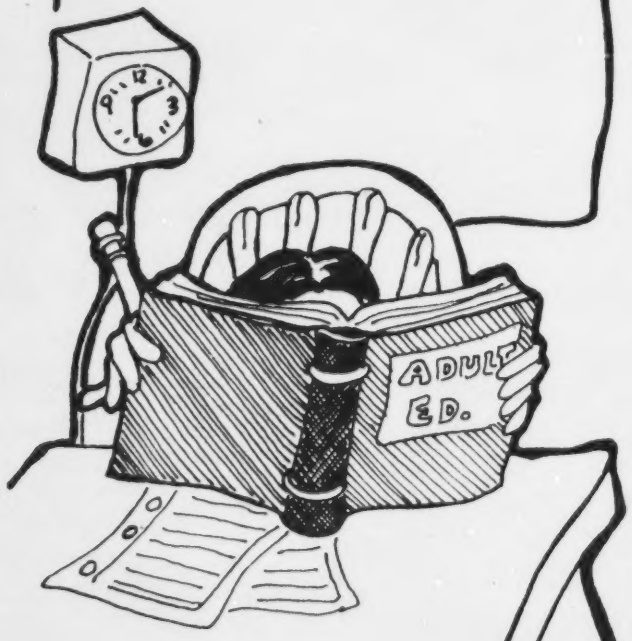


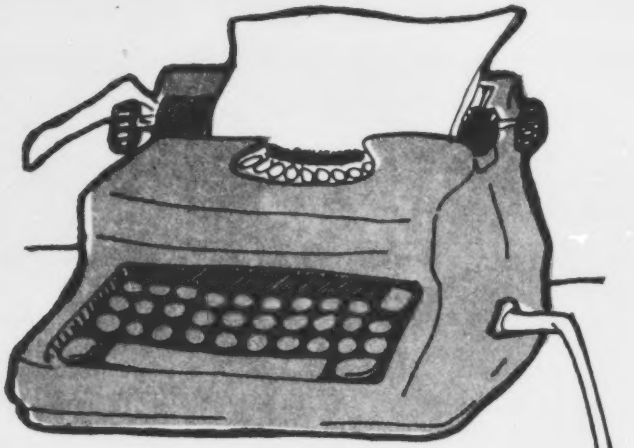
you can

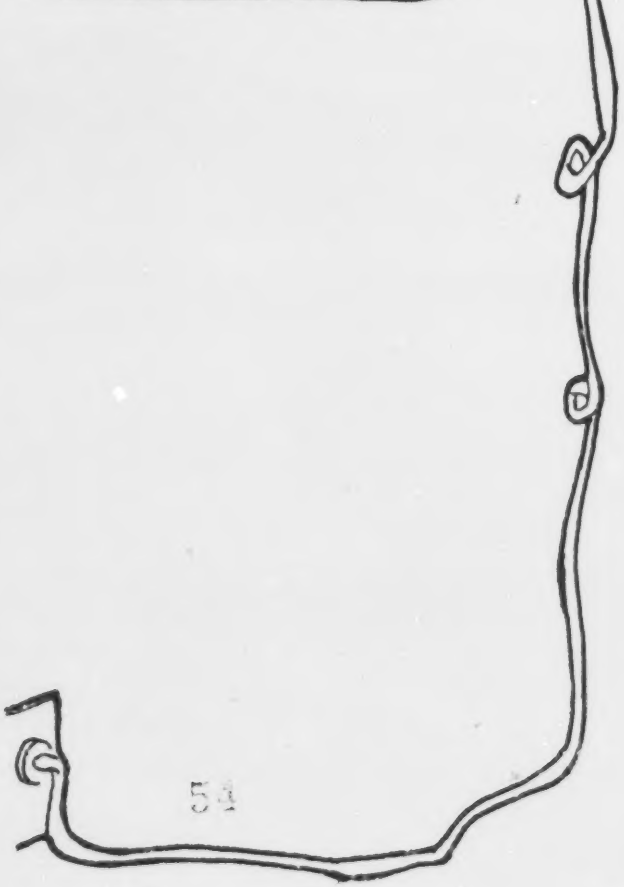
# NORTH DAKOTA ADULT ED.

Brochure B:
Front Side, 2nd Color

Brochure B:
Back Side, 1st Color

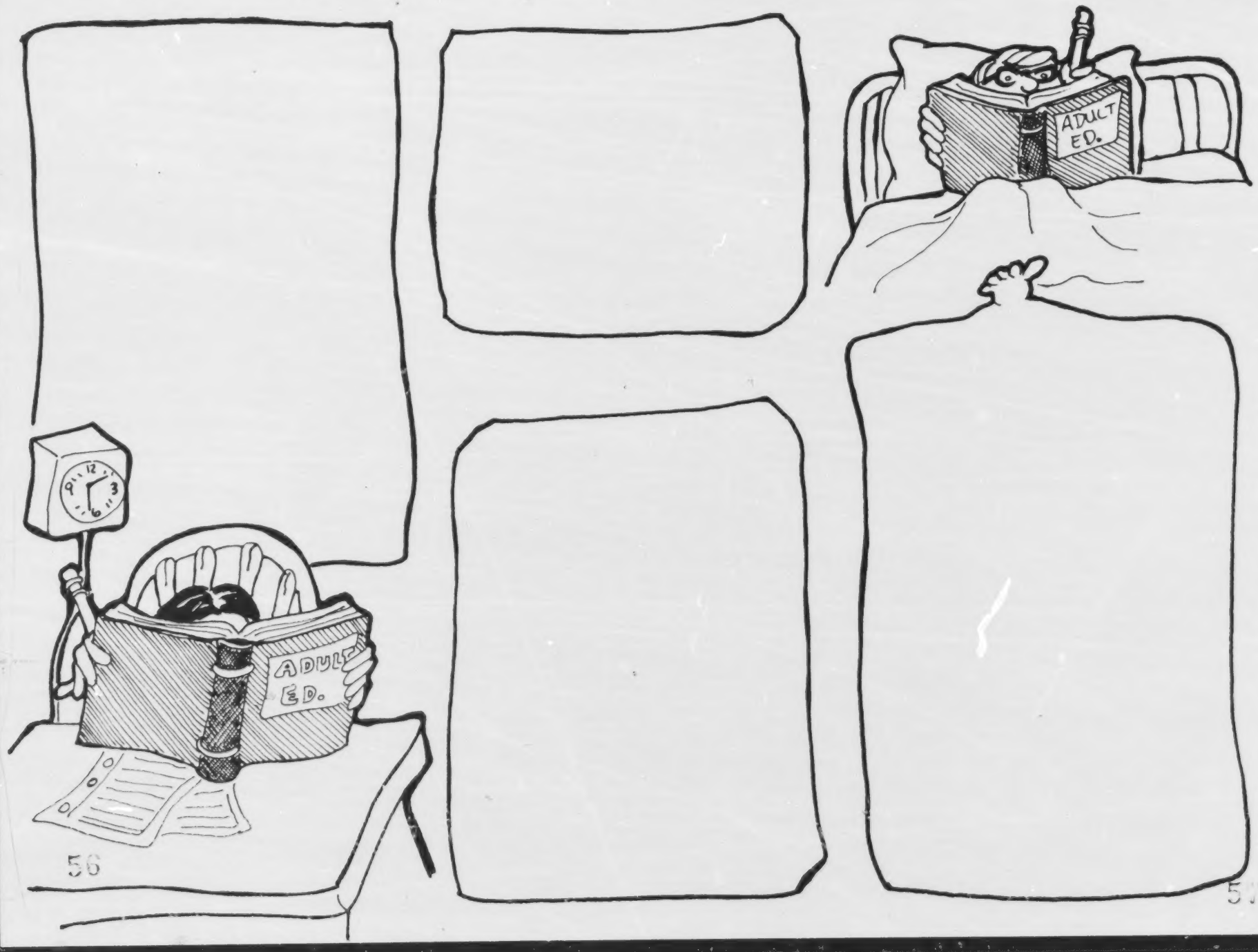




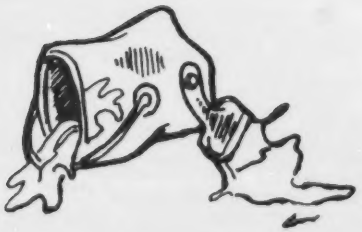


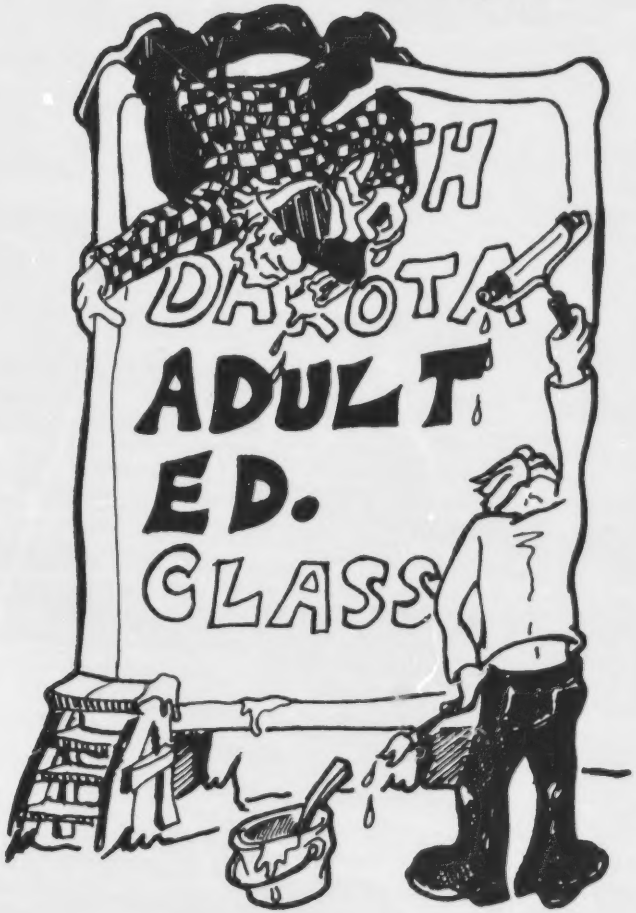
you
can

NORTH
DAKOTA
ADULT
ED.
INK

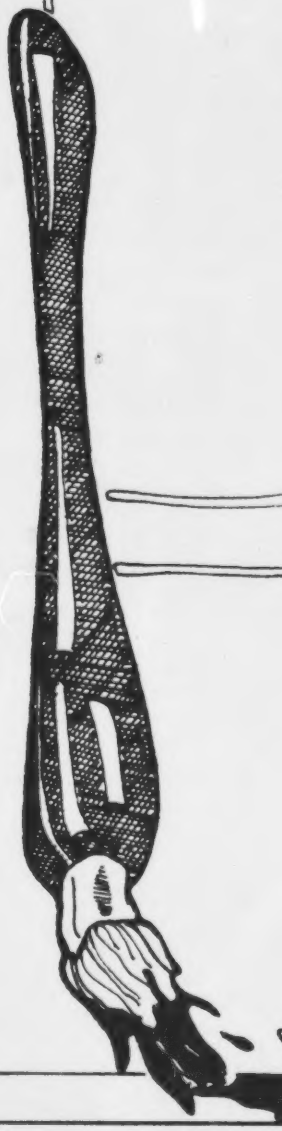

ADULT ED.
ADULT ED.
56
57

Brochure C
Front Side, 1st Color

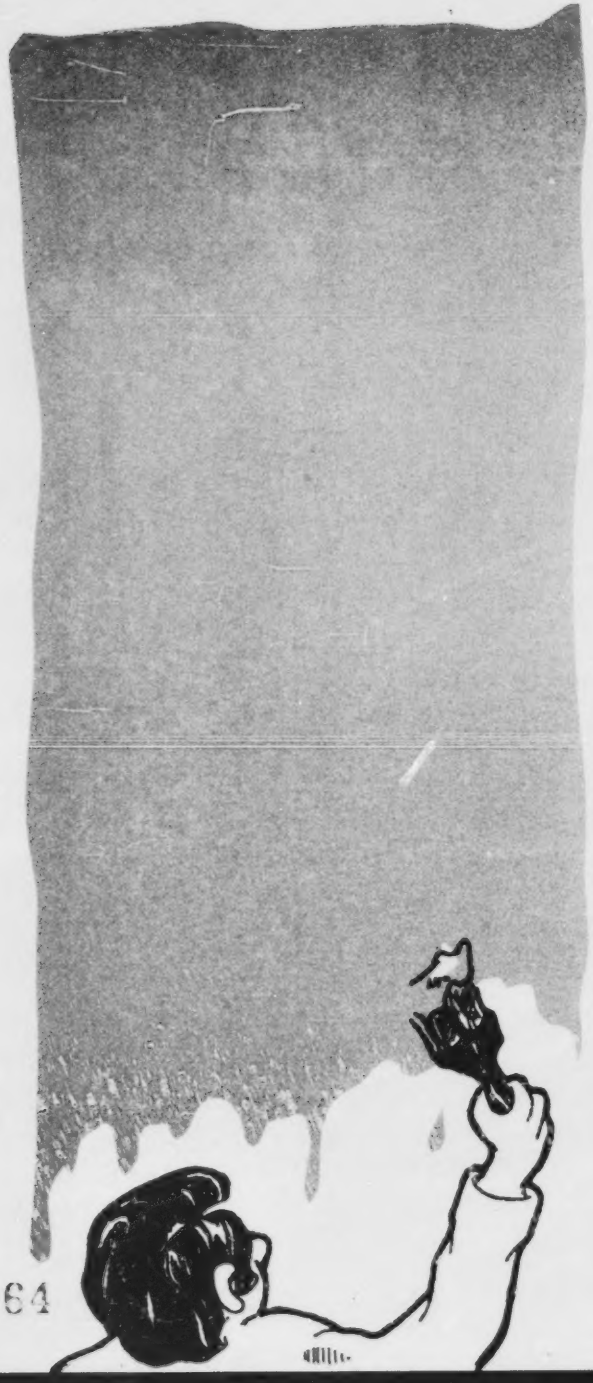




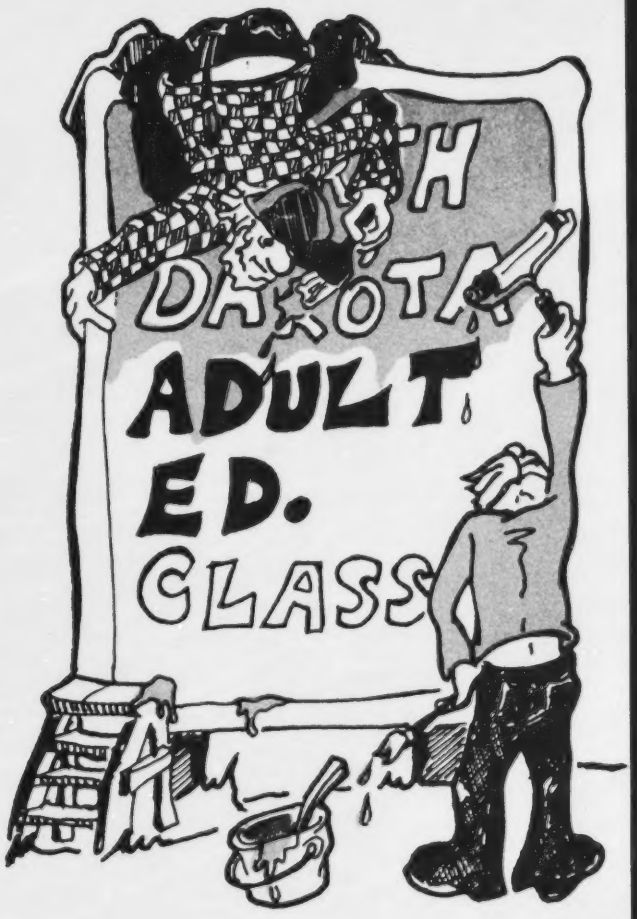
Brochure C:
Front Side, 2nd Color

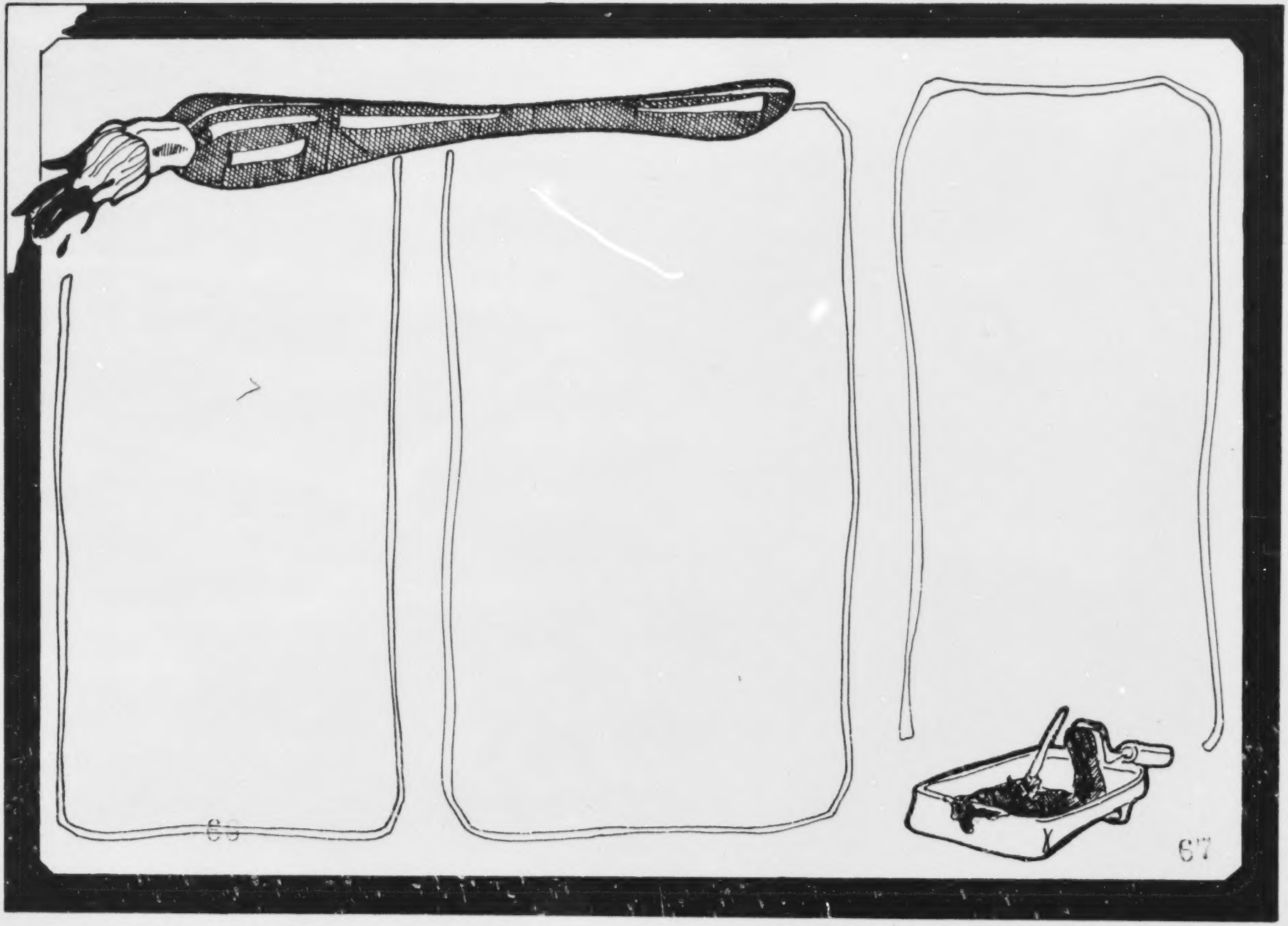


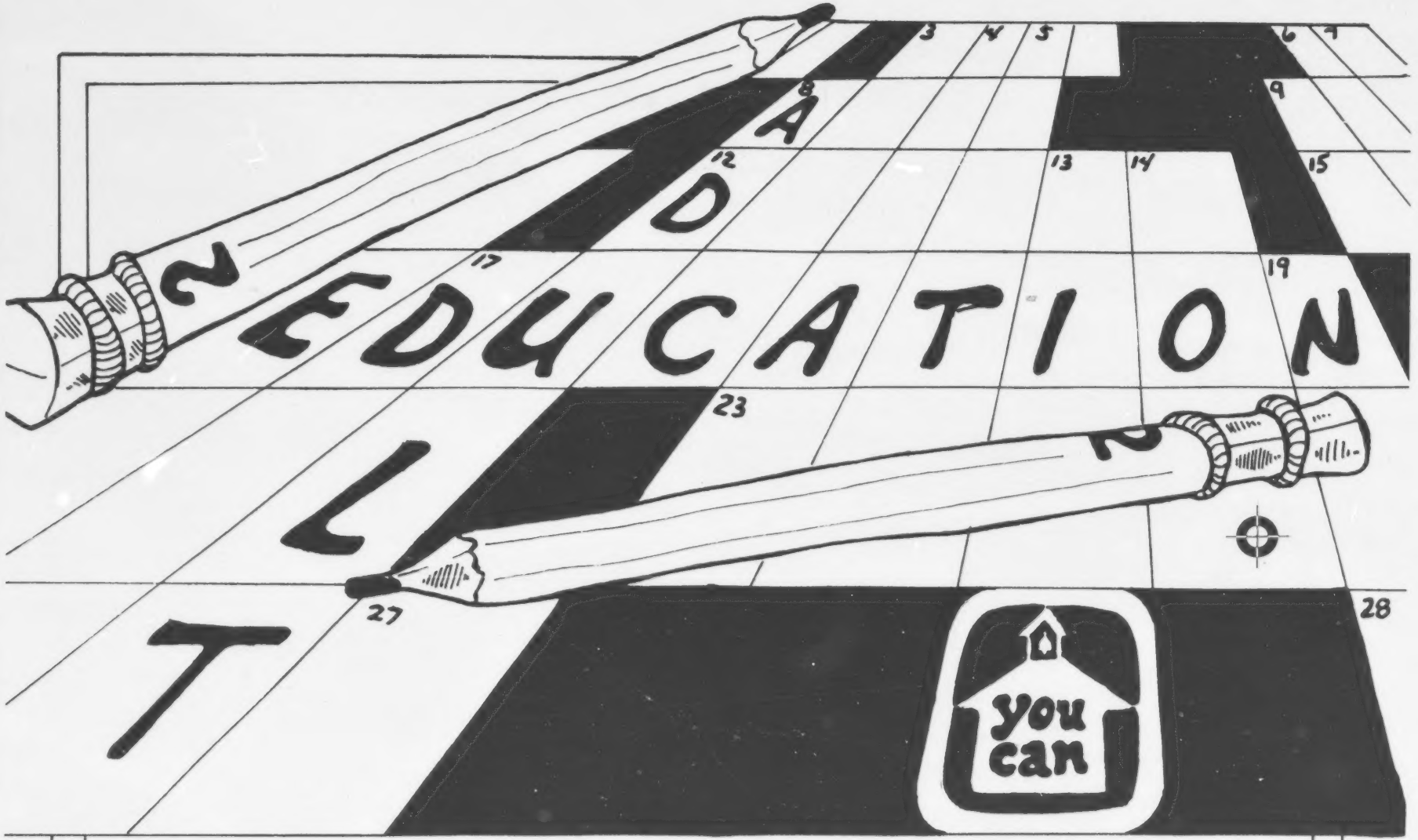
Brochure C:
Back Side, 1st Color



you
can


ADULT
ED.
CLASS

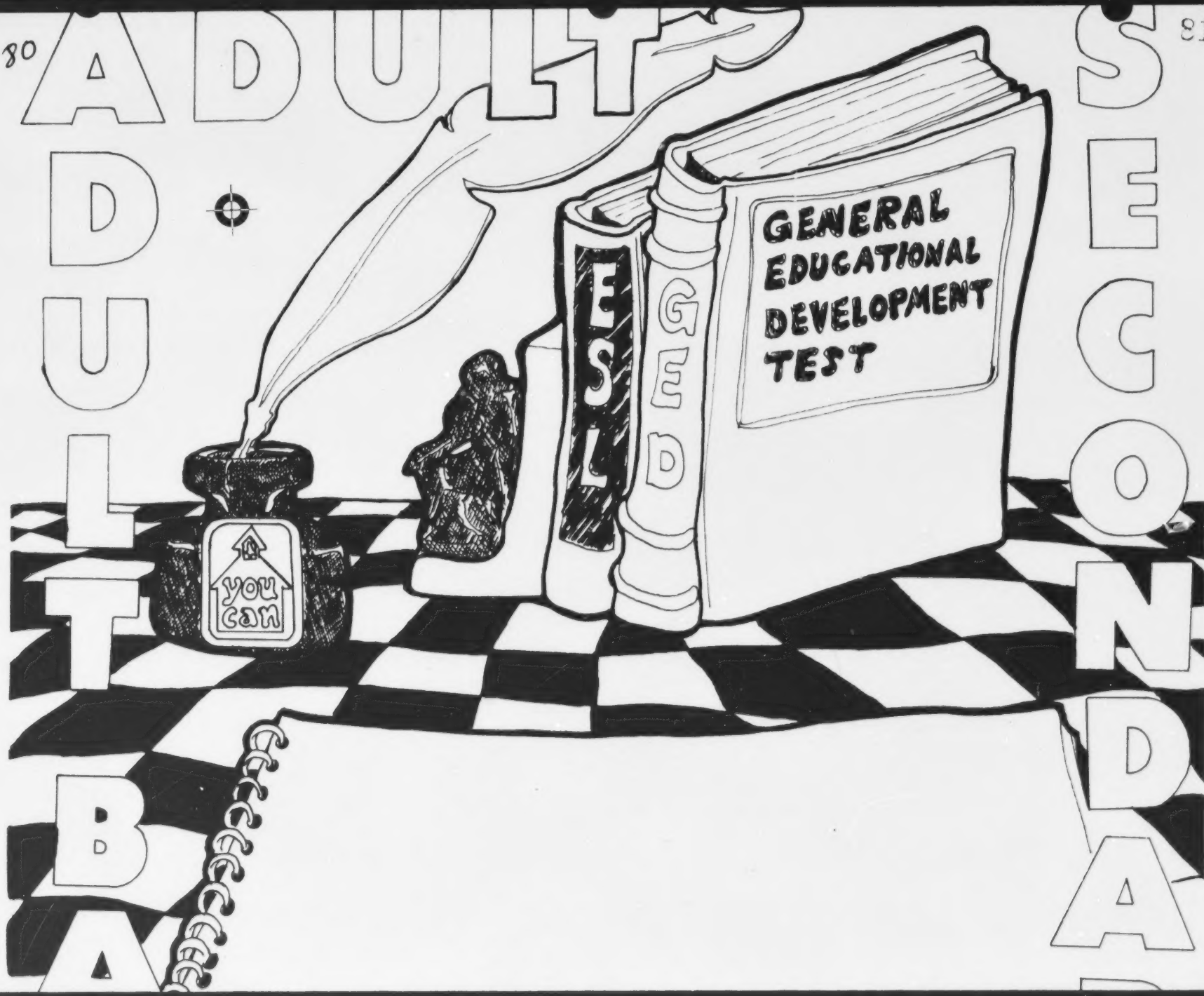



ADULT EDUCATION
you can

Poster A: First Color

Poster A: Second Color

EDUCATION
FOR
ALL


ADULT
ADULT
SECOND
BA
ESL
GED
GENERAL
EDUCATIONAL
DEVELOPMENT
TEST
you
can

Poster B: First Color





EDUCATION

84

ADULT BA

ADULT

GED

SECONDA

85

ASIC

RY

Poster B Second Color

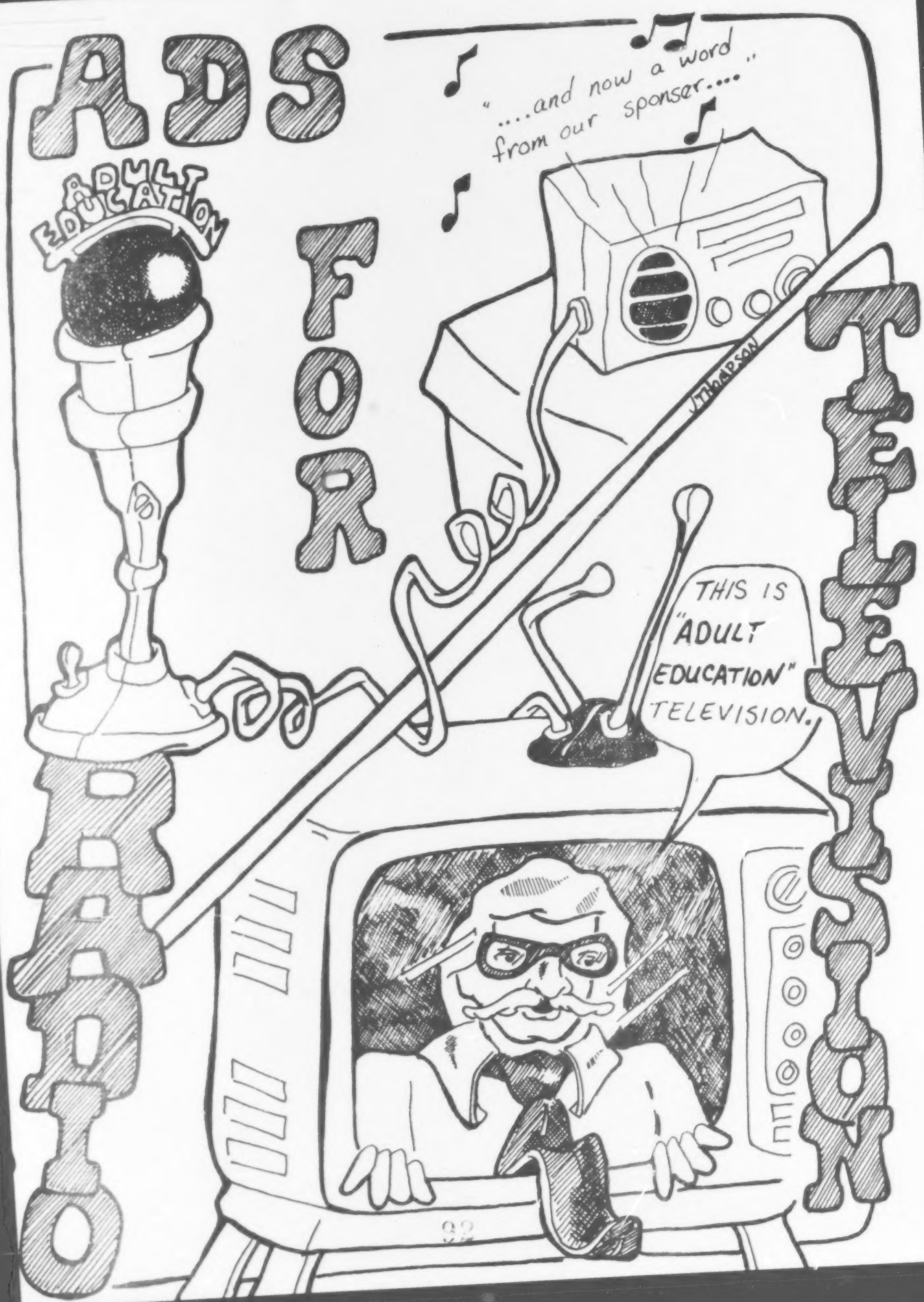
EDUCATION

ADULT
SECONDARY
GED

MUSIC

ART

# EDUCATION


ADS FOR TELEVISION
"....and now a word from our sponser...."
ADULT EDUCATION
THIS IS "ADULT EDUCATION" TELEVISION.
J. THOMPSON

# RADIO AND TELEVISION

While trying to reach those who have very limited reading abilities the medium of radio and television proves to be the most effective means of communication. These two mediums entertain and inform us many hours daily. The directors of Adult Education should make use of radio and television whenever it is feasible and worthwhile.

To utilize these two media the local Adult Education director should first get acquainted with the station manager, the public service director, and the news director of the stations in his area. This personal contact helps the AE director communicate with the media personnel in a relaxed and informal manner which helps both parties concerned to deal with each other most effectively.

Generally, there are two types of radio and television time that can be utilized at a minimal or no cost at all. These are public service time and news time. Talk shows are often considered public service time.

In case of public service time, the director of Adult Education should find out what public service time is available. The director should find out about the station's standards and availabilities. He should thoroughly familiarize himself with the requirements of getting on the air with that particular station.

To get on talk shows is not very hard if you plan early. Talk shows are very popular, and therefore, they are heavily booked. However, the station managers run it on a first come first serve basis, and hence, the secret is to plan early. It is very important to be thoroughly familiar with your topic before you speak to the host of tne talk show. Decide exactly what information should be discussed. Time becomes very crucial when you are on radio or television.

Events considered news worthy are almost exclusively decided by the media staff. However, if you have events which you consider are news worthy, contact the media personnel and ask them if they can cover it as hard news, a feature story, or personality story, etc.

Some Helpful Hints

1. Keep your radio and television announcements short, catchy, and clear. Most stations will make a tape of your message so that it can be played several times. However, even if you are to make very few announcements, it is advisable to have a tape recording of the announcement so that it can be used as often as possible.

2. The more air play an announcement gets, the better the chances of reaching your target population. It is usually helpful to suggest to the station manager that the announcements be made at increasing numbers as the date of a particular event comes closer and closer. Your station manager will usually try to accomodate your request if he is specifically asked for it. This would be true, specially in the case of radio announcements.

3. Most of the time, if you are able to describe the nature of your target population, the station manager will know the best times to put your announcements on the air. Of course, it is very difficult to have your announcements made during prime times, however, once in a while, your station manager will be able to squeeze your announcement in, if he has been specifically requested to do so.

FOLLOW AN EXAMPLE

30 Second Radio Announcements

ABE Coordinator: This is _____. I urge you to accept my warm invitation to complete your education! Adult Education classes are offered FREE through the _____ school department! So, decide NOW to get your high school diploma. Attend Adult Education classes in your neighborhood. Telephone my office at _____.

+ + + +

SAMPLE

60 Second Television Community Message

Student: Education is a very good thing. One day I decided I wanted to be a beautician. So I went to this beautician school and asked the registrar to start classes. So he asked me how far did I go in school. And I told him to the seventh grade. And he said, "Well you have to be an eighth grade student." And so I went down to Central High School and I signed up to go to night classes for adults. So actually by attending these classes, I made up my mind that I was going to go back to school and get my high school diploma because I found out that it was very important. And without it you just can't make it.

Interviewer: It's never too late to learn. For free Adult Education classes call _____.

SAMPLE

60 Second Television Community Message

Teacher: This is an evening class in Adult Education. We have twenty students enrolled between the ages of fourteen to forty-two. These are students that are basically interested in advancing themselves. Some of them completed only a few grades in school, some of them have completed the equivalent of tenth grade in school. Now they wish to either improve their basic skills so that they may take their GED tests.

Interviewer: It's never too late to learn. For free Adult Education classes call _____.

# NORTH DAKOTA RADIO STATIONS

| City and Address | Station | Area Code (701) Phone No. | Program Director | News Broadcaster |
|---|---|---|---|---|
| Belcourt, Box 190 | KEYA (FM) | 477-5686 | Bill Haines | |
| Bismarck, Box 1377 | KBOM | 663-6411 | Alan Fetch | Gary Lee |
| Bismarck, Box 1233 | KBMR | 255-1234 | Jack Fisher | |
| Bismarck, Box 1738 | KFYR | 223-0900 | Dan Brannan | Dewey Heggen |
| Bismarck, Box 1233 | KQDY (FM) | 255-1234 | Jack Fisher | |
| Carrington, 859 Main Street | KDAK | 652-3152 | Shearn Hirsch | |
| Devils Lake, Box 190 | KDLR | 622-2161 | Wilber Clemenson | Lee Halverson |
| Dickinson, Box 1368 | KDIX | 225-5133 | Thomas Nelson | |
| Fargo, NDSU | KDSU (FM) | 237-8321 | John Tilton | |
| Fargo, 405 S 7th Street | KFGO | 237-5245 | Jay Joiner | |
| Fargo, Box 2983 | KQWB | 236-7900 | Wayne Hiller | Jay Edwards |
| Fargo, 207 N 5th Street | WDAY | 237-6500 | Norm Engstrom | Norm Schrader |
| Grafton, Box 312 | KXPO | 352-0431 | Dick Oliver | Noel Stendahl |
| Grand Forks, UND | KFJM | 777-2577 | Mike Turner | |

| City and Address | Station | Area Code (701) Phone No. | Program Director | News Broadcaster |
|---|---|---|---|---|
| Grand Forks, Box 997 | KKXL | 775-0575 | Dan Sollom | |
| Grand Forks, Box 1638 | KNOX | 775-4611 | Chuck Scott | Charles Johnson |
| Hettinger, Box 151 | KNDC | 567-2421 | Bill McIntyre | Bill McIntyre |
| Jamestown, Box 1170 | KEYJ | 252-2160 | Joyce Meyer | |
| Jamestown, Box 600 | KSJB | 252-3570 | Jack Leonard | Jack Leonard |
| Jamestown, Box 600 | KSJM (FM) | 252-3570 | | Jack Leonard |
| Langdon | KNDK | 256-2146 | | Kenneth Torkelson |
| Mayville, Box 29 | KMAV | 786-2006 | | Bob Allen |
| Minot, Box 1686 | KCJB | 838-0361 | | John Williams |
| Minot, Box 1210 | KHRT | 838-5111 | Harold Christensen | |
| Minot, Box 10 | KLPM | 852-0145 | | Paul Newburgh |
| Minot, Box 1118 | KMOT | 852-4101 | Jim Mackey | Paul Unwin |
| Minot. Box 637 | KTYN | 838-0301 | | Gerry Gutensohn |
| Oakes, Box 411 | KDDR | 242-2187 | | David Law |
| Rugby, Box 31 | KGCA | 776-5254 | | Clem Jay |
| Tioga, Box 456 | KTGO | 664-3322 | Ralph Lockwood | |
| Valley City, Box 1146 | KOVC | 845-1490 | | Bill Fink |
| Williston, Box 1367 | KEYZ | 572-3911 | | Ben Innis |

# NORTH DAKOTA TELEVISION STATIONS

| City and Address | Station | Area Code (701) Phone No. | News Broadcaster |
|---|---|---|---|
| Bismarck, Box 1738 | KFYR | 223-0900 | Dewey Heggen |
| Bismarck, Box 1617 | KXMB | 223-9197 | Dave Goss |
| Dickinson, Box 1368 | KDIX | 225-5133 | Tom Nelson |
| Fargo, 4500 S Univ. Ave. | KFME * | 232-8921 | Chris Anderson |
| Fargo, Box 1878 | KTHI | 237-5211 | |
| Fargo, Box 2926 | KXJB | 282-0444 | |
| Fargo, 207 N 5th Street | WDAY | 237-6500 | Norm Schrader |
| Grand Forks - Devils Lake Box 638 | WDAZ | | Chuck Bundlie |
| Minot, Box 1686 | KVMC | 838-2104 | John Williams |
| Williston, Box 1287 | KUMV | 875-4311 | Ed Bazer |

* Grand Forks KGFE Prairie Public Television Company

# NORTH DAKOTA CABLE TELEVISION COMPANIES

| City and Address | Station | Area Code (701) Phone No. |
|---|---|---|
| Bismarck-Mandan Cable TV<br>318 E Bdwy | | 223-4000 |
| Bismarck-Mandan Cable TV<br>507 NE 1 Mandan | | 663-6585 |
| G-F Cable TV Inc<br>414 N Washington | | 772-5579 |
| Cable TV of Minot Inc<br>1919 SE 2nd | | 852-0376 |

# Speeches

# SPEECHES

Speech is a very personal matter and every effort should be made to keep it that way. Therefore, it might be to your advantage to use the following material as a guide and an instrument to stimulate your thinking. However, if you find the speech to suit your needs perfectly, please feel free to use it in its exact form.

## Communicative Skill

Fluency, poise, control of the voice, and coordinated movements of the body mark the skillful speaker. Combined with the qualities of integrity, knowledge, and self-confidence, such skills can significantly heighten your effectiveness by enabling you to communicate your ideas clearly and attractively.

Skill in speaking is gained principally through practice. In practicing, however, take care not to develop artificiality. Good speaking is distinct and lively; it is forceful, but it is also natural and conversational. It commands attention not through the use of tricks or techniques, but because of the speaker's earnest desire to communicate. By way of contrast, you will doubtlessly recognize the following types of speakers who are ineffective either because they have not mastered all of the requisite skills or because they have learned only one or two of them and thus created a distractive imbalance.

## The Elocutionist

One who talks to display his skills rather than to communicate ideas. He permits himself to be carried away by the sound of his voice and the graceful manipulation of his body, and forgets that his purpose is to induce other people to understand, enjoy, or believe what he says.

## The Jabberwacky

One who emits a continuous stream of words with little or no thought behind them. Speaking rapidly, inarticulately, and often foolishly, he is skillful in jumping from one point to another until his listeners are thoroughly confused. He usually concludes his speech with the abrupt remark, "Well, I guess that's all I have to say on the subject."

The Verbal Gymnast

One whose skill is mainly in parading language for language's sake. Excessively proud of his large vocabulary, he never uses a familiar word if he can find an esoteric one. Often, too, he delights in complex sentences and mouth-filling phrases. Disraeli once described the verbal gymnast as a man "intoxicated with the exuberance of his own verbosity."

The Mumbler

One who mumbles to himself. He may nave a wealth of ideas, well-organized and developed; but, unfortunately, he directs them to the ceiling or floor, talks in a weak or monotonous voice, and makes no effort to be heard or understood.

The Cringer

One who seems ashamed of what he is saying. Seemingly servile, or fearful, or both, he shrinks from his hearers both in voice and manner. Sometimes he apologizes verbally, sometimes bodily; always he appears self-conscious and tentative. Instead of being firm and forthright in his statements, he gives the impression that even he himself does not quite believe what he is saying.

How can you develop the natural, energetic, conversational delivery skills obviously lacking in the "Elocutionist" and other ineffective types of speakers? Here are a few points to keep in mind.

1. Have something you want to say.
2. Want someone else to understand, enjoy, or believe it.
3. Say it as simply and directly as you can.

Once you have prepared your speech carefully, are eager to communicate ideas that are interesting and important, "How," you ask, "Should I deliver my message"? Most of the rules for effective delivery, when reduced to their essence, are based upon three cardinal principles: (1) be natural, (2) look at your audience, and (3) communicate with your body as well as your voice.

1. Be Natural

   - Stand and move about in your usual manner.
   - Avoid an excessively rigid posture.
   - Do not assume an artificial and "oratorical" stance.
   - In general, anything unnatural or unusual, anything that calls attention from matter to manner, is a distraction and should be avoided.

2. Look at Your Listeners

   - Do not gaze at the floor, the ceiling, or out the window.
   - Looking at your audience will help you gauge the on-going effectiveness of your speech.
   - People tend to mistrust anyone who does not look them in the eye.
   - You will keep their attention focused on you.

3. Communicate with Your Body as well as Your Voice

   - Movements of the body, gestures of the arms and head, changes in facial expression and muscle tension, all help to clarify and reinforce your ideas.
   - Keep your hands free so that when you have an impulse to gesture you can do so easily and naturally.
   - Let other parts of your body also respond to the gestural impulse.
   - Do not force gestures but do not hold them back either.

Developing good speech delivery is essentially a process of habit formation, so, it cannot happen over night. However, like anything else, it gets better with practice. The following information provides some essentials in the development of good speeches.

Preparing the Formal Speech: Seven Essential Steps

What follows here is directed primarily to your immediate concern, the preparation of speeches for presentation in connection with your work as an Adult Education director. However, with minor modifications and/or elaborations, the procedure outlines on the following pages will prove useful in any situation where the careful preparation of a speech is called for.

When preparing a message for formal, public presentation, you are engaging in a threefold process.

First Phase: Surveying the Problem
Second Phase: Building the Speech
Third Phase: Practicing for Oral Delivery

There are seven essential steps in speech preparation with the three phases mentioned above. If you are an experienced speaker you could dispense with one or more of the steps entirely or may develop a way of working that better fits your needs.

## Surveying The Problem

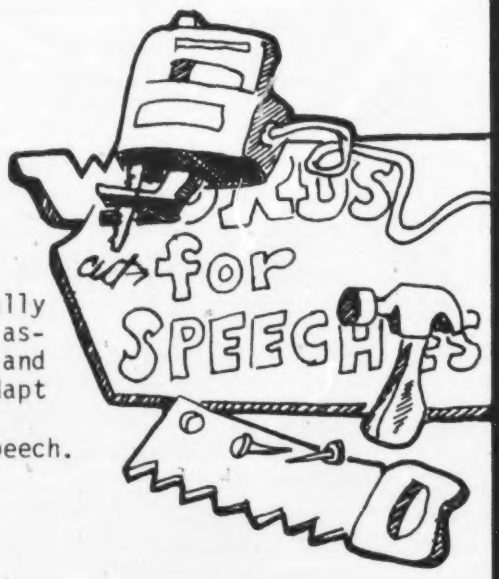
1. Selecting and narrowing the subject.
2. Determining the specific purpose of the speech.
3. Analyzing the audience and the occasion.

## Building The Speech

4. Gathering material.
5. Making an outline.

## Practicing For Oral Delivery

6. Wording the speech.
7. Practicing aloud for clarity and fluency.




### Selecting and Narrowing the Subject

Adult Education is a wide field. You may want to initially make some general remarks about AE, however, select one aspect of Adult Education, for instance, the GED programs and make it the subject of your speech. Remember--if you adapt your material to a predetermined time limit, you will generally make a better organized and more compelling speech.

### Determining the Specific Purpose of the Speech

For the delivery of a good speech you should clearly be aware of the exact reaction or response that you want from your audience. Your purpose, once you have determined it, should constantly be a guide to the selection and organization of the ideas and facts that constitute your speech.

### Analyzing the Audience and the Occasion

A good speech not only reflects the interests and enthusiasms of the speaker, but is closely adapted to the audience and to the occasion on which it is given.

### Gathering the Speech Material

Having completed your survey of the problem by analyzing and determining the subject, purpose, and audience, you are now ready to move on to the next phase of speech preparation. Gather information from newspapers, magazines, books and government documents, or from radio or television programs. No matter how much time and labor may be involved, do your research thoroughly. Good speeches grow out of a full and deep knowledge of a subject and are packed with facts, figures, and examples which only long and careful study can produce.

### Making the Outline

Early in your preparation make a preliminary list of the points to be included in your speech and indicate very tentatively the arrangements of the central ideas. A complete outline should be made only after all of the necessary supporting and enriching materials have been gathered.

Wording the Speech

On certain occasions, you may wish to write out your speech word for word and to read it from a manuscript. This would be especially true if you are broadcasting your message on radio or television where precise timing is essential. Generally, however, you will find it best to speak extemporaneously: plan your speech carefully, outline it in detail, but do not commit the words themselves to memory. Under this method use the outline to fix the ideas in your mind, and talk through the speech a number of times (preferably aloud), using the words that come to you at the moment. Continue to do this until you have achieved the desired facility in phrasing and fluency of expression. Each time you practice you will word your thoughts somewhat differently. Do not, however, let this worry you. What you are striving for is to master the sequence of ideas. When you have done this, the words or language necessary to express these ideas will, in most instances, begin to flow more readily and appropriately.

Practicing Aloud for Clarity and Fluency

Practice your speech aloud whenever possible. You will get an idea of how it will sound to the audience and the experience of speaking the ideas aloud will help you fix them more firmly in your mind. Take care, however, not to develop a planned set of gestures or movements, but keep your delivery as natural and conversational as possible. If you are practicing a speech to be read from a manuscript, remember to glance up from the page frequently, for in actually delivering your talk you must maintain contact with your listeners.

SAMPLE SPEECH TO THE LOCAL BUSINESSMEN'S CLUB

The following remarks would be appropriate to make at a breakfast or luncheon meeting of the Lion's Club, Rotary Club, Kiwanis Club, or to the members of the Chamber of Commerce, etc. As mentioned earlier, this speech should be used as a sample. If, however, you find several of the ideas expressed, and the information communicated in this speech to suit your needs appropriately, please feel free to use it in whatever manner it may serve you best.

Good afternoon ladies and gentlemen.

I consider it a privilege to have been invited to your meeting this afternoon as the guest speaker. I have a few thoughts I wish to share with you about Adult Education in our community. Before I get into that I'd like to simply say that even though it is almost customary for a speaker to have a few humorous remarks at the cost of our friends and neighbors who happen to be of Norwegian or Polish backgrounds, I am going to try to refrain from keeping up that custom. Instead I suggest we give a good hand of applause to the Norwegians and Polish folks for being so good natured and taking all these inaccurate accounts of their intelligence, their coordination, their activities and their whole way of life, in such a sporting fashion. (You may include your favorite story about the Norwegian and Polack by saying--"Now that we have made amends for all those years of slams on the Polacks and Norwegians let me tell you the story about this Polack who . . .").

Most of you have an idea about what Adult Education has been in our community. However, most of you are not completely aware of the specific goals and objectives of Adult Education for this year in our community.

For this reason I would like to spend the next 10 or 15 minutes to discuss the short and long-range goals and objectives of our Adult Education Program. Of course, I can't cover all the details in this time period, hence, I will specifically concern myself with our GED program.

There are approximately (number) of adults in our community who have not graduated from high school for one reason or another. The GED program provides the individual who has not graduated from high school a chance to finish his graduation requirements at his own pace of learning, during the evenings, under the supervision of qualified teachers.

You might be asking yourself, "Well, how could I be of any assistance to the GED program in our community"? I would like to answer that question of yours explicitly and clearly. Let me begin by first describing the kinds of people we are dealing with. There are basically three kinds of people one has to deal with in any situation and this holds true for the GED program in Adult Education as well.

Type 1
They are hard working, highly motivated, self-confident, reliable and intelligent people. They would have certainly finished their high school requirements, would have gone to college, obtained challenging jobs, and pursued rewarding and meaningful careers. These individuals, for reasons too numerous to mention, did not have the opportunities to spend their time pursuing educational goals because of their involvement with other kinds of obligations, responsibilities, and commitments. We really don't have to worry too much about these individuals. They find out where they can complete their GED program, attend regularly, achieve good results, and depending on their individual needs and desires, go to college, obtain better jobs, and do extremely well in life even though they had suffered initial set backs. These are the types of people that we come across once in a while and envy them for their exceptional qualities.

Type 2
The type of individuals in this group are the ones we most frequently have to work with. These individuals, for various reasons, have not had the opportunity or have chosen not to obtain their high school diploma. Even though the majority of the students we work with fall under this category, we are not reaching all of the ones we should be providing our services to. Many of these individuals need an extra "nudge" or "prompting" to obtain their GED. They have, in many cases, thought about completing the GED program but because of various kinds of problems ranging from a lack of motivation, to baby sitting, and transportation kinds of problems, have not been able to work on their GED program.

Type 3
These individuals, like the first type mentioned earlier, are also very small in numbers. Their reasons for not completing the GED are too difficult to describe. They may be totally incapacitated because of their health or other reasons. Some of them may have absolutely no concept of reality. Some of them may even be just plain adamant about not finishing high school requirements. We do attempt to provide our servcies to those who fit the type 3 category, however, in reality, there will always be a few that will not be reached.

By having described the kinds of people we are trying to reach you must have some ideas as to how you can assist us in this task. Please permit me to go on and suggest some ways in which we can seek your assistance. Many of you present here today are in positions where you come across, directly or indirectly in contact with, individuals at your place of work, who would benefit from completing their GED program.

Bankers/Merchants of downtown stores could give the AE Program the opportunity to utilize their display windows promoting GED and other aspects of Adult Education.

Grocery Store Owners could help by assisting us in stuffing grocery bags with pamphlets, brochures, and fliers announcing Adult Education Programs such as GED.

Doctors/Lawyers/Accountants could help us by letting us set up their bulletin boards with Adult Education class announcements.

All of you could encourage your employees to make use of the GED program. You could offer financial incentives or even a dinner in honor of those who complete their GED programs. This certainly helps to get the "word" out. While encouraging your employees to complete the GED programs, utmost care should be taken so that your encouragement is not misunderstood. Be sure to explain that your encouragement is only to upgrade the personal educational backgrounds of the employees. It is not to set up any standards of educational qualifications on the positions they hold. It should certainly not be made compulsory for any employee to complete their GED program.

There are many aspects of Adult Education that I have not covered in today's talk. All the same, I am very pleased about the fact that I was invited to talk

to you all. It is obvious by your invitation for me to speak to you all that you are concerned about the education of adults in our community. I will certainly be more than happy to come again sometime to tell you some more about our program.

I want to pass out this sheet which contains some relevant information about our AE Programs. If you have any questions I'll be happy to provide you with the answers. Please feel free to call me anytime you wish to recommend a student or if you have any questions. Thank you.

+ + + +

# LETTERS

ADULT EDUCATION
Mr. SMITH
GRAND FORKS
N. DAKOTA
58201
August 1978
Dear Mr. Smith:
I am happy to see you have enrolled in Mechanics II which starts September 17. As you know the classes will be held at Ely Elementary School at 7:00pm.
I invite you to come over to my office any time and talk over any concerns you may have during your course of study.
Sincerely,
Mr. S.A. Jones Adult Education Director





J. Thompson

# LETTERS

Letters are a personal way of informing people in the community about the Adult Education Program. This method of communication is very effective and should be used as often as necessary.

Who Should Receive These Letters

1. Local Employers

   - Under-educated employees should be encouraged to join classes.

2. Chamber of Commerce

   - This agency is responsible for passing information to the community. Their promotional assistance can be very worthwhile.

3. Local Clubs and Organizations

   - Rotary Club, Lions Club, and other such organizations are usually eager to be of assistance to "public service" type situations. They can be used effectively to reach larger numbers of people for Adult Education.

4. Students

   - Former students may want to take more courses. They may know of other potential students.

   - Potential students who may have considered taking some adult education courses. Their names could have been received through local agencies, ministers, employers, etc.

5. Local Agencies

   - Welfare Office, Public Health, Employment Office, Family and Children Services. These agencies are in contact with adults needing AE services.

6. Ministers

   - They are concerned about the needs of the community in general and specifically their congregation. They will cooperate with you in your efforts to promote AE in the community.

7. School Administrators

   - They are in touch with PTA groups and other organizations which could be good sources for the referral of potential students.

The following letters are samples which could help you in your promotional efforts through letters. Most of these letters contain general types of information which may or may not be applicable to your AE program. Please use them in whatever way they may suit your needs.

August 1977

Dear Mr. Editor:

Thank you for the excellent story on "National Adult Education Week" which appeared in the (day and date) edition of the (name of newspaper).

Mr./Mrs. (name of reporter) has obviously a good concept of Adult Education in general and our specific Adult Education Program in particular. Would you please convey my special thanks to him/her for having done such a good job.

By writing about Adult Education in your newspaper, you have supported and contributed to Adult Education in a very worthy manner. This will not only be appreciated by all those who are directly affected by it, such as students enrolled in Adult Education classes, but also by a large number of the members of our community.

I hope that you will do another story about Adult Education sometime in the near future. I will keep you informed about our activities here at the Adult Education Center. When we have an event which will be of interest to a large number of readers, I'll contact you to make the necessary arrangements.

Sincerely,

Adult Education Director

The following letters are samples which could help you in your promotional efforts through letters. Most of these letters contain general types of information which may or may not be applicable to your AE program. Please use them in whatever way they may suit your needs.

August 1977

Dear Mr. Editor:

Thank you for the excellent story on "National Adult Education Week" which appeared in the (day and date) edition of the (name of newspaper).

Mr./Mrs. (name of reporter) has obviously a good concept of Adult Education in general and our specific Adult Education Program in particular. Would you please convey my special thanks to him/her for having done such a good job.

By writing about Adult Education in your newspaper, you have supported and contributed to Adult Education in a very worthy manner. This will not only be appreciated by all those who are directly affected by it, such as students enrolled in Adult Education classes, but also by a large number of the members of our community.

I hope that you will do another story about Adult Education sometime in the near future. I will keep you informed about our activities here at the Adult Education Center. When we have an event which will be of interest to a large number of readers, I'll contact you to make the necessary arrangements.

Sincerely,

Adult Education Director

_____ 1977

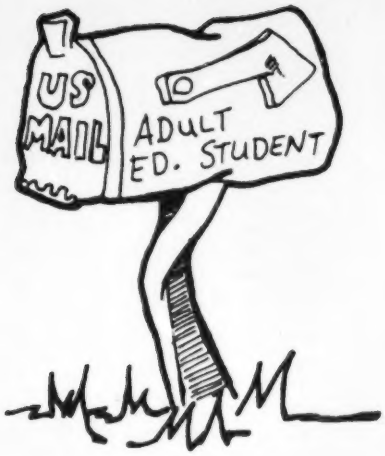
Dear Present Employer:

I am happy to inform you that some of your employees are enrolled in the Adult Education classes at our center. They are doing very well in their respective courses and I am sure that they will continue to do so untill they reach their individually established goals or complete the program that they have enrolled in.

I am enclosing a few brochures and fliers explaining the details of our programs. I will appreciate it very much if you would pass these out to all of your employees. We have tried various methods of reaching the public in the past and have found through these experiences that the personal manner of informing the public about the Adult Education Programs are the most effective. Hence, a personal word of encouragement from you when these brochures are passed out will go a long way towards making this an effective promotional procedure.

Sincerely,

Adult Education Director




August 1978

Dear Student:

I am happy to see that you have enrolled in (name of program) program starting on (date) . As you probably know, the classes will be held at the (name of school) between (time) and (time) .

Among other responsibilities that I have as the Director of Adult Education, one of them is to provide the student in AE with the most conducive conditions for pursuing his or her education.

I invite you to come over to my office anytime prior to the beginning of your classes to talk over any concerns you may have. Of course, you are also welcome to come and visit me anytime during the course of your studies at our center.

I will be present at the first session that you attend to get to know all of you individually and as a group. I will also be visiting you periodically to see how things are going.

My staff and I will do our best to make sure that your experience with the Adult Education Program proves to be rewarding, stimulating, and a satisfying one.

Sincerely,

Adult Education Director

The University of North Dakota

GRAND FORKS 58201

BUSINESS AND VOCATIONAL EDUCATION

TELEPHONE: (701) 777-2517

_____ 1977

Dear Pastor, Minister, Etc:

I would like to inform you of some of the activities we will be involved with in Adult Education this year. However, before I do that I want to express my most sincere thanks to you for all the assistance you have provided us in the past.

This year we have been provided by the Office of the State Director of Adult Education a "Community Relations Kit." This Kit contains a slide presentation about Adult Education students. I am sure that several members of the congregation might be interested in viewing this slide presentation.

The slide presentation deals with the Adult Education Program in our community and explains in detail some of the concerns that a student who enrolls in Adult Education might have. I would like for you to view this slide presentation with me sometime. There are other materials such as pamphlets, brochures, and fliers that could be passed out to the audience after the slide presentation. I would be happy to make a few remarks at that time about our program and to answer any questions the people might have at that time.

Please give me a call so that we can discuss a good time for us to meet.

Sincerely,

Adult Education Director

The University of North Dakota

GRAND FORKS 58201

BUSINESS AND VOCATIONAL EDUCATION

TELEPHONE: (701) 777-2517

_____ 1977

Dear Local Bank President:

This letter is a follow up of my talk to the (name of club) on (date). First of all, as the Director of Adult Education, I want to thank you for having expressed your concerns about Adult Education in our community. We will need your assistance and I am happy that you are willing to provide this to us.

There are a variety of courses that will be offered through the Adult Education Program this year. They consist of Ballroom Dancing, Plant Care, Welding, and Farm Management, just to name a few. Please see the enclosed booklet for further details. You might even be interested in teaching a course on income tax, accounting, etc. If you are, please let me know. I am sure there will be several individuals in our community who would be interested in a course that you may want to offer.

I would appreciate it very much if we could use the bank's display window for promoting Adult Education classes. Please let me know if there is some time in the next month or so when we could use the window for a couple of weeks.

Sincerely,

Adult Education Director

Enclosure

The University of North Dakota

GRAND FORKS 58201

BUSINESS AND VOCATIONAL EDUCATION

TELEPHONE: (701) 777-2517

_____ 1978

Dear Student:

I had a little time today to catch up on my letter writing, so I thought I'd write to some of you who were with us last year.

The Adult Education classes have been going very well this year. We have had (#) students complete their GED program. There are a couple of students working on their ESL program. And, of course as usual, quite a few are enrolled in interesting courses such as Karate, Italian Cooking, Knitting, etc. Our evenings have been busy and I am really glad that more and more people are getting involved with the Adult Education Program in our community.

All of us here at the Adult Education Program wish you a happy Thanksgiving Day! Please drop in or give us a call if there is anything we can do for you. If you know of someone else who might be interested in AE, please let us know so that we can provide them with more details about our program.

Sincerely,

Adult Education Director

## BIBLIOGRAPHY


Barrett, Harold. Practical Methods in Speech. Rinehart Press, Corte Madera, CA, 1973.

Berridge, R.I. The Community Education Handbook. Pendall Publishing Company, Midland, 1973.

Dobbins, Willis; Harms, David; Sandrock, Ruth Ann; Sellen, Jane B. A Handbook for Recruiting. Iowa Department of Public Instruction, 1974.

Ehninger, Douglas and Monroe, Alan H. Principles and Types of Speech Communication. Scott, Foresman and Company, Glenview, 1974.

Kacchele, Helen D. Public Relations and Publicity. Florida Adult Education, 1969-1970.

Laws, Ruth M. Organization for Service in Adult and Continuing Education. Jan. 1969.

LeTarte, Clyde and Minzey, Jack D. Community Education: From Program to Process. Pendall Publishing Company, Midland, 1972.

McCloskey, Gordon. Education and Public Understanding. Harper and Row, New York.

Mulvey, Mary C. Recruitment in Adult Basic Education. Handbook. April 1969.

Pike, Vickey. The Three R's of Adult Basic Education: Recruitment, Retention, Reward.

Sanford, Mark S. and Smiley, Larry L. Adult Education in North Dakota, A Survey of Students, Instructors, and Directors, 1976. Bureau of Educational Research and Services. Univeristy of North Dakota, Grand Forks, ND.

Schufletowski, Charles Archie. The Development of an Audiovisual Instrument for the Recruitment in Adult Education. 1969.

Snyder, Robert E. Recruitment in Adult Basic Education. Florida State University, Tallahassee.